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July, 1911

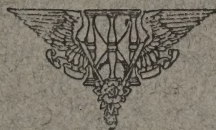
MILWAUKEE
NORMAL SCHOOL
BULLETIN

UNIVERSITY OF ILLINOIS

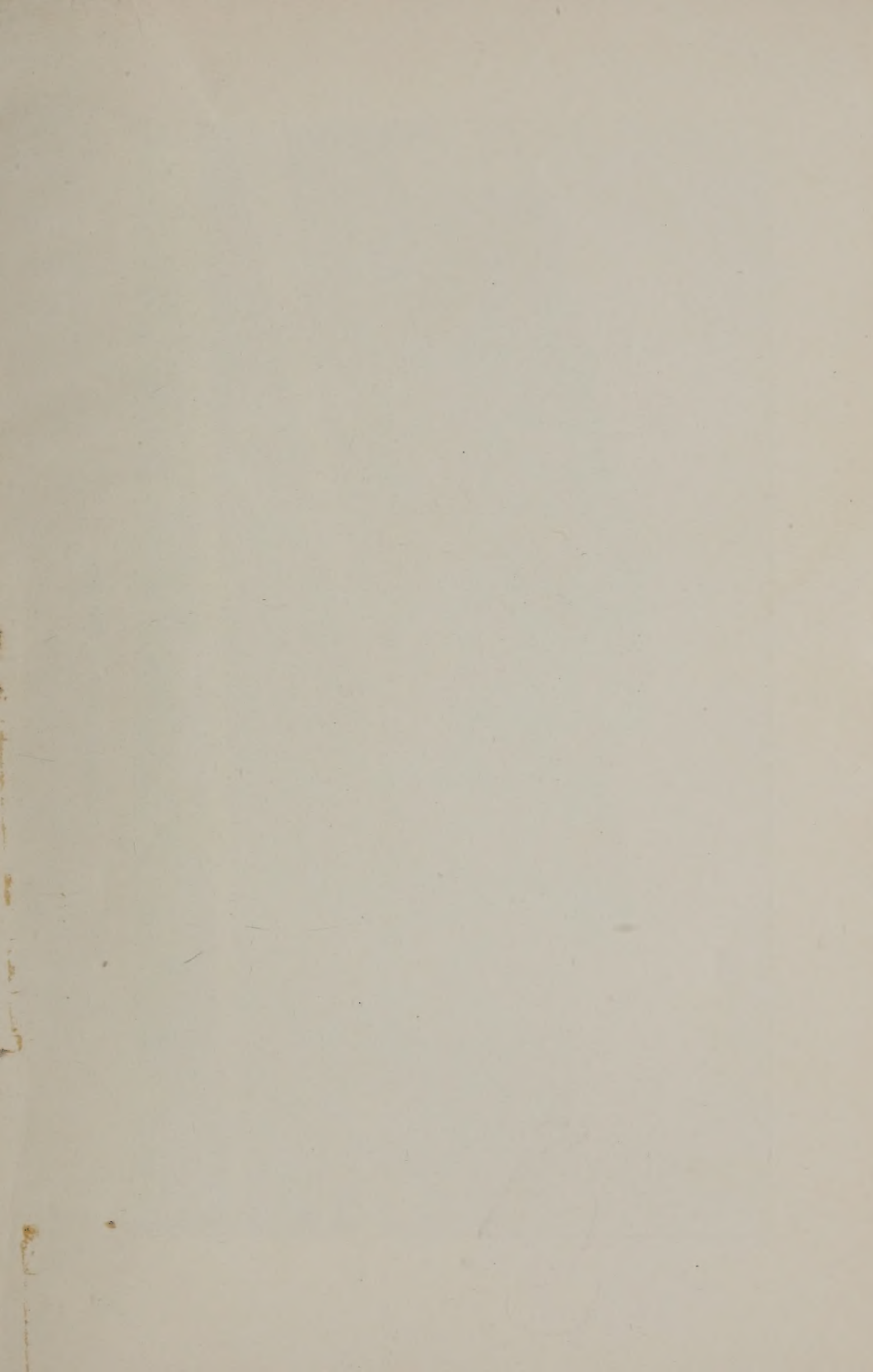
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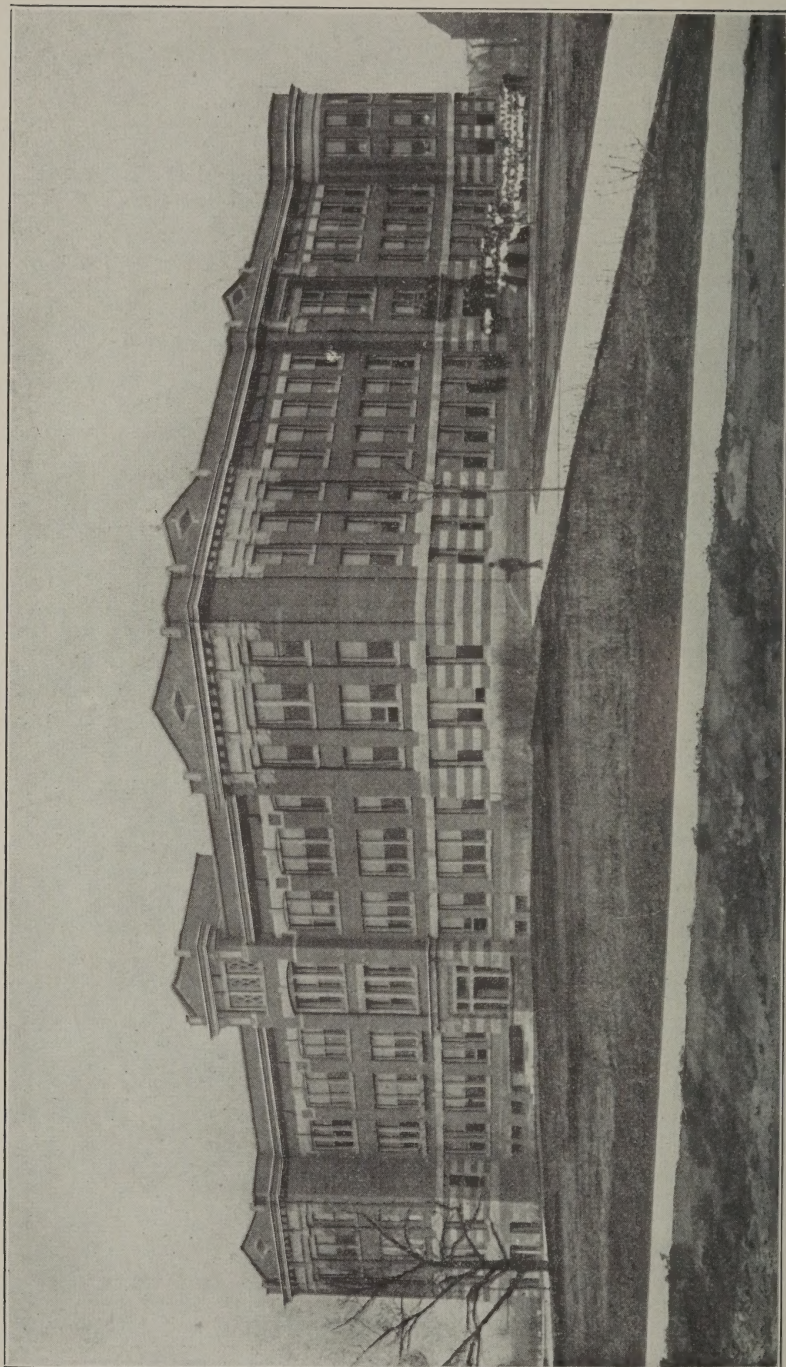
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Normal School Building

BULLETIN
OF THE
State Normal School

MILWAUKEE, WISCONSIN

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UNIVERSITY OF ILLINOIS

JULY, 1911

PRESS OF J. S. BLETCHER & CO.
MILWAUKEE, WIS.

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SCHOOLS IN OPERATION

Platteville opened 1866

Milwaukee opened 1885

Whitewater opened 1868

Stevens Point opened 1894

Oshkosh opened 1871

Superior opened 1896

River Falls opened 1875

La Crosse opened 1909

FACULTY

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President.

Psychology and Education.

B. S., Michigan Agricultural College; A. B. and A. M., Olivet College; A. M., University of Wisconsin.

IDA ELEANOR BACH,

Music.

State Normal School, Milwaukee; Crane Normal Institute of Music, Potsdam, N. Y.

JOSEPHINE BRITTON, Ph. D.,

English Composition and Literature.

A. B., Cornell University; Graduate Scholarship in English, one year, Cornell University; Ph. D., Cornell University.

MAXIMILLIAN ALFRED BUSSEWITZ, A. M., M. D.,

Chemistry and Mathematics.

State Normal School, Milwaukee; A. B., Ripon College; A. M., University of Wisconsin; M. D., Wisconsin College of Physicians and Surgeons.

GRACE MAY CAMPBELL,

Assistant in Kindergarten Theory and Supervision.

State Normal School, Milwaukee; Student, University of Chicago.

WALTER HEWITT CHEEVER, Pd. M.,

Social Science and Economics.

Pd. M., State Normal College, Michigan; Student in Economics, University of Michigan.

WILLIAM OTTERBEIN CLARK, A. B.,

Physics and Earth Science.

A. B., Leland Stanford Junior University; Graduate Student in Geology, Leland Stanford Junior University.

ALICE BERTHA CURTIS, B. Di., Ph. B.,

English Literature and Composition.

B. Di., Iowa State Normal School; Ph. B., University of Iowa; Graduate Student in English, University of Iowa and University of Chicago.

WILLIAM THOMAS DARLING,

Assistant Supervisor of Practice.

State Normal School, Milwaukee; Student, University of Wisconsin.

¹HELEN C. FOXGROVER,

Music.

State Normal School, Oshkosh; Crane Normal Institute of Music, Potsdam, N. Y.

LUCIUS T. GOULD, A. B.,

Geography.

A. B., Albion College; Graduate Student in Philosophy, Boston University; Graduate Student in Philosophy and Geography, Cornell University and University of Chicago.

LUCY DORRIT HALE,

Drawing.

State Normal School, Framingham, Mass.; Pratt Institute.

¹Since January 30, 1911.

- SOPHIE HAUSER HARRIS,
Drawing and Manual Arts.
State Normal School, Milwaukee; Pratt Institute.
- HERMANN CHARLES HENDERSON, A. M.,
Psychology and Education.
Provincial Normal School, New Brunswick; A. B., University of Chicago; A. M., University of New Brunswick; Graduate Student and Fellow in Philosophy and Education, University of Chicago.
- ¹MAUDE FRANCESCA HOWELL,
Assistant Physical Training.
Normal School of the North American Gymnastic Union, Milwaukee; Hinman School of Gymnastic and Folk Dancing, Chicago.
- RACHEL MARJORIE KELSEY, M. L.,
English Literature and Composition.
State Normal School, Milwaukee; B. L., University of Wisconsin; Graduate scholarship, one year, University of Wisconsin; M. L., University of Wisconsin; Fellowship, one year, University of Wisconsin.
- STERLING ANDRUS LEONARD, A. M.,
English.
A. B. and A. M., University of Michigan.
- AMELIA FRANCES LUCAS, O. M.,
Expression.
Graduate Emerson College of Oratory, Boston; Professional Diploma, Columbia College of Expression, Chicago; Teachers' Diploma, School of Expression, Boston.
- ²ALMIRA LUEBKE,
Assistant in Kindergarten Theory and Supervision and in Music.
State Normal School, Milwaukee.
- IRVING NELSON MITCHELL, Ph. B.,
Biology.
Ph. B., University of Michigan; Student of Biology, Woods Hall; Graduate Student in Biology, University of Chicago.
- ANNA CATHARINA NERMAN,
Manual Arts.
Technical School, Stockholm, Sweden.
- DELIA G. OVITZ,
Librarian.
State Normal School, Milwaukee; Wisconsin Library School.
- CONRAD EDWARD PATZER,
Principal of Training School.
Student of Education, Germany.
- CARL ESEK PRAY, B. L.,
History.
B. L., Olivet College; Graduate Student in History, University of Wisconsin.
- DELLA ALICE ROSS,
Physical Culture.
Chicago School of Physical Education and Expression.

¹Since January 30, 1911.

²Resigned.

- CHARLES HENRY SEARS, Ph. D.,
 Psychology and Supervision of Practice.
 State Normal School, Westfield, Mass.; A. M., Allegheny College;
 Fellow in Psychology, Clark University; Ph. D., Clark University.
- WILLIAM THOMAS STEPHENS, A. M.,
 Education.
 A. B. and A. M., Indiana University; A. M., Harvard University.
- NINA CATHERINE VANDEWALKER, B. L., Pd. M.,
 Principal of Kindergarten Department.
 B. L., Olivet College; Pd. M., State Normal College, Michigan;
 Two-years Graduate Student in Philosophy and Education, Uni-
 versity of Chicago; Special Student, Chicago Kindergarten In-
 stitute.
- LILIAN EVANGELINE WEBB,
 Assistant Librarian.
 State Normal School, Milwaukee.
- EDITH ESTELLE WHITE, Ph. B.,
 English.
 State Normal School, Milwaukee; Ph. B., University of Wisconsin.
- PAULINE ELIZABETH WIES, Ph. M.,
 Latin and German.
 Ph. B. and Ph. M., University of Michigan.

TRAINING SCHOOL.

- ¹IDA FLORENCE EIMERMANN,
 Teacher and Critic, Eighth Grade.
 State Normal School, Worcester, Mass.
- STELLA NELSON,
 Teacher and Critic, First and Second Grades.
 State Normal School, Whitewater; Student, one year, University
 of Chicago.
- RUTH WATERMAN NORTON,
 Kindergarten Director and Kindergarten Technics.
 State Normal College, Albany, N. Y.; Diploma, Kindergarten Su-
 pervision, Teachers' College, Columbia University.
- *ELMYRA A. RHIEL,
 Director of Racine Street Mission Kindergarten.
 Milwaukee Mission Kindergarten Association.
- META MARY STEINFORT, A. B.,
 Teacher of German, Training School.
 A. B., University of Wisconsin.
- EMILY WHEELER STRONG,
 Teacher and Critic, Third and Fourth Grades.
 New Hampshire State Normal School.
- ²LOU ALICE SWAN,
 Teacher and Critic, Seventh and Eighth Grades.
 State Normal School, Milwaukee; Student, University of Wis-
 consin.

¹In Mrs. Swan's place.

²On leave of absence for the fourth quarter.

*In the employ of the Milwaukee Free Kindergarten Association; critic of
 students doing practice teaching in the Mission Kindergartens.

*SARAH TRAUTWEIN,
Gilbert Free Kindergarten.
Milwaukee Mission Kindergarten Association.

*LIZZIE A. TRUESDELL,
Superintendent of Mission Kindergarten and Director of Fourth
Street Kindergarten.
Hailmann Kindergarten Training School, La Porte, Ind.

LEWIS ASHLEY VANTINE, Ph. B.,
Teacher and Critic, Fifth and Sixth Grades.
State Normal School, Milwaukee; Ph. B., University of Wisconsin;
Graduate, University of Wisconsin Music School.

MAUD BURDICK, Clerk.

ANNA HORNBERG, Assistant Clerk.

³AGNES JAEGER, Assistant Clerk.

FACULTY COMMITTEES

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Mr. Bussewitz

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Mr. Patzer, Mr. Cheever, Miss Vandewalker

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Miss Kelsey, Mr. Stephens, Miss Bach, Miss Norton

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Lucas

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ASSEMBLY PROGRAMS—

Mrs. Harris, Miss White

CATALOG—

Mr. Sears

The President is an ex-officio member of all the committees.

*In the employ of the Milwaukee Free Kindergarten Association; critic of students doing practice teaching in the Mission Kindergartens.

³Since January 30, 1911.



Students at Work in the Library

GENERAL INFORMATION

HISTORY

The Wisconsin State Normal School located in Milwaukee was organized September 14, 1885. The grounds and building provided by the city of Milwaukee, at an expense of \$53,000, were presented to the State in May, 1885, and accepted by the Board of Regents June 4 of the same year. In 1892 an addition to the original building, doubling its capacity, was completed. The continued growth of the school made more room a necessity. Appropriations by the legislatures of 1905 and 1907 made it possible to buy about twelve acres of land and erect a modern, commodious building, which was occupied September, 1909.

PURPOSE OF THE SCHOOL

The purpose of the school is to prepare teachers for the schools of Wisconsin. But preparation for teaching implies more than courses in educational psychology and methods of teaching; it implies scholarship as well. In the very nature of the case the high schools cannot give the breadth of scholarship demanded of teachers in progressive communities. The Milwaukee Normal School extends the academic work of the high school by offering advanced courses in the various branches of the curricula of the elementary and high school. These advanced courses correspond, and are intended to be equivalent to, similar courses in the University. Sound scholarship and breadth of view are as much the aim of the Normal School as is pedagogy. Without the former the latter is useless.

LOCATION OF THE SCHOOL

The school is located in the northeast section of the city at the corner of Downer Avenue and Kenwood Boulevard. It is but a short distance to Lake Park, which fronts the lake and is considered in many respects the most beautiful park in the city. A few blocks from the school is Milwaukee River. Riverside Park, as its name suggests, is located on the river. Tho not as large as Lake Park, it

is picturesque and inviting. The river furnishes sport both summer and winter. Boating in summer and skating in winter are favorite pastimes. Several swimming schools are located on the river, affording fine opportunities for those who enjoy this form of recreation.

HOW TO REACH THE SCHOOL

Persons arriving by the C. & N. W. should take a State or a Twelfth Street car at the station and transfer at Jackson Street to a Wells-Farwell car.

Persons arriving on the C., M. & St. P., on the Soo Line, or on the interurban lines should go to Grand Avenue and take a Wells-Farwell car eastbound.

ADVANTAGES OF MILWAUKEE AS A LOCATION FOR A STATE NORMAL SCHOOL

A school located in a large city has many advantages to offer a person who is preparing to teach. The problems, the processes, and the results of modern civilization can be seen and understood nowhere so well as in a city. The mere living in the midst of the hurrying, energetic, enterprising life of a city is educative to any wide-awake person.

Milwaukee is an exceptional city in the number of advantages it possesses for one who is to be a teacher. It is a great manufacturing center and is noted for the variety of its manufactured products. It is a railroad center and also a leading lake port. It is a city of fine public buildings and private dwellings. It has a well developed park system. It has a free public library and museum. The Layton Art Gallery is free on certain days. Like all large cities, Milwaukee has many organizations of a philanthropic nature thru which many of the social problems of our day may be studied.

The Normal School utilizes all these educative agencies. Students under the direction of teachers visit manufacturing plants, the museum, and the art gallery. They study social questions and, if they have time and inclination, work in the evening schools of the various social settlements.

The most noted artists in the musical and dramatic world and

the representative men and women in every line of effort visit Milwaukee and may be seen and heard at a moderate expense.

The churches of the city are glad to welcome students of the Normal School and to give them a church home while in the city.

Two years of life under such conditions broadens one's views, enriches his experiences, widens his sympathies, and contributes to his education something which never can be obtained from books.

EQUIPMENT

The normal school building is a thoroly modern, fire-proof structure. It is pronounced one of the most complete and best appointed normal school buildings in the country. The chemical, physical, physiographic, and biological laboratories are well equipped. The two gymnasiums with ample locker and bath facilities supply ample provision for physical culture and recreation. The class rooms are well lighted and ventilated. Each floor is supplied with sanitary drinking fountains.

The grounds are in process of grading and planting and when completed will be both attractive and educative.

THE LIBRARY

The reference library is situated on the second floor and was constructed with a view to light, heat, ventilation, architectural beauty, and above all adaptability to its special purpose. It is the general workshop of the school. At present it contains over 15,000 bound volumes, 8,000 pamphlets, and 7,000 mounted pictures, all classified according to the Cutter scheme of classification. A very complete card index covering author, title, and subject, makes the material in the library readily accessible.

The reading-room contains the principal monthly and quarterly magazines, educational journals, and daily newspapers, also a number of weekly newspapers donated by the publishers.

Library advantages are further increased by the privilege of drawing books in large numbers from the Milwaukee Public Library.

The library and reading-room are open to the students for study and reading during the regular session days from 8:00 A. M. to 5:00 P. M., and on Saturdays from 9:00 to 12:00 A. M.

SCHOOL ORGANIZATIONS

The students of the school maintain a variety of organizations which give an opportunity for culture or recreation. There are eight literary societies for young women and a debating society for young men. There are an English Club, a German Club, a Dramatic Club, a Kindergarten Association, and a Glee Club maintained by the students of the respective departments. A Tennis Club and an Athletic Club are organizations providing physical recreation for the students. Members of the faculty are associated with the students in all of these organizations.

THE ECHO

The students publish an annual called The Echo. The aim of The Echo is to gather each year into a permanent form a history of the events of school life and to give an expression to the humor without which school days would be drudgery.

TUITION

No tuition is charged students who express their intention to teach in the schools of Wisconsin or to engage in public library work. Other persons desiring the advantages of the school are charged tuition of one dollar a week.

Tuition is paid in advance and for the entire semester.

TEXT-BOOKS

The students of the Normal School are supplied with all necessary text-books at a rental of four dollars a year. By misuse, abuse, or loss of books, the student will incur a fine commensurate with the injury done.

BOARDING AND ROOMS

There are abundant opportunities for obtaining good board and rooms. Rates are very reasonable, considering the location of the school and the advantages and superior comforts incident to city life.

Information concerning localities in which board and rooms may be had will be furnished by the clerk upon application.

Students who are strangers in the city are advised not to attempt to make arrangements for rooms and board until they reach the city.

They should leave all heavy baggage at the depot and go directly to the school building, where a list of rooms and boarding places will be furnished them.

The students maintain several boarding clubs at which table board ranges from \$3.00 to \$3.50 per week.

ESTIMATED EXPENSES

Board.	\$3.00 to \$4.00 per week
Room rent	1.00 to 2.00 per week
Book rent	4.00 per year
Reading room fee	2.00 per year

AID TO STUDENTS

Energetic young men usually can find some employment by which part of their expenses at school may be met. It is not quite so easy for young women to find employment.

There is a loan fund known as the Alumni Fund designed to assist worthy students who attend school. Such students in the senior year may borrow a reasonable amount from this fund, to be repaid when they begin to earn money.

ENROLLMENT

The school year for 1911-12 will open September 4.

The making out of a program which shall accommodate the seniors who are irregular in their courses is a difficult task when such a large part of the course of study is prescribed. For this reason it is necessary to enroll and classify the seniors on the first day of the opening week, September 4. Seniors who do not enroll September 4 may be seriously inconvenienced.

Juniors will be enrolled September 5.

RELATION WITH COUNTY TRAINING SCHOOLS

Graduates of four-year high schools who are also graduates of a Wisconsin County Training School are given the following credits, totaling twenty unit-hours or one-half year's work:

Grammar.	5
Arithmetic.	5
Practice Teaching	5
Methods of Teaching Reading and Language..	2½
Pedagogy or Geography	2½

RELATION WITH WISCONSIN NORMAL SCHOOLS

Full credit is given by one normal school for the work done in another.

A student from one school, before he is admitted to another, must present from the present of the school which he has attended a certificate of honorable dismissal and a copy of the credits obtained.

RELATION WITH THE UNIVERSITY

The Normal School is a part of the educational system of the State. It articulates with both the high school and the University. It admits high school graduates on certificate of graduation, and its graduates are given full credit at the University for the two years of work done in the Normal School.

Graduates from the Latin and German courses of the Normal School are credited by the University with sixty credits, *i. e.*, the equivalent of two years' work in the course leading to the degree of A. B. Graduates from the English course of the Normal School are credited at the University with the equivalent of two years' work in the course leading to the degree of Ph. B.

For all who are preparing to teach, a normal school course, followed by a course at a college or university, is the best possible preparation. It combines the professional study and practice teaching which is done in the normal school with the academic training which the colleges and universities are today better fitted to give.



Summer School

ADMISSION AND GRADUATION

ADMISSION

High school graduation or its equivalent is required for entrance. Persons who are not graduates of a Wisconsin high school having a four-year course of study or of a school of equal rank, may enter by passing examinations in the following subjects:

Arithmetic	Physiology
Geography	U. S. History
Composition	Reading
Algebra	Physics
English Grammar	Geometry
Civil Government	Botany or Zoology
English or General History	Literature
Physical Geography	

The examinations will presuppose the equivalent of high school preparation. Candidates will be admitted with conditions in three of the above named subjects provided the standings in the other subjects give evidence of strength to carry profitably the work of the school. The conditions must be worked off as soon as possible.

Students entering the Latin course must have had the equivalent of four years of high school Latin and students entering the German course must have had the equivalent of two years of high school German.

SPECIAL STUDENTS

Special students who give evidence of being able to pursue work in the Normal School are admitted on a tuition of \$1.00 per week.

TIME TO ENTER

The school year is divided into two semesters of twenty weeks each. A semester is divided into two quarters of ten weeks each. With a few exceptions the courses in the various subjects continue for a semester. While it is possible to enter at the beginning of the

second or third quarter, it is to the disadvantage of a student to do so. Students, if possible, should enter at the beginning of semesters.

SUBJECTS REQUIRED FOR ENTRANCE

The elementary schools are today demanding that teachers shall be proficient in a much wider range of subjects than ever before. The elementary teacher is expected to teach Music, Drawing, Geography, Arithmetic, Manual Arts, Nature Study, Civics, History, Language in the lower and middle grades, and Grammar and Composition in the upper grades. They are also expected to have a practical knowledge of Physiology and Hygiene, and Physical Education. The normal schools find it impossible in the two-year course for high school graduates, properly to prepare the teachers along these several lines. It is therefore necessary for them to lengthen the course for high school graduates, to ask that some of the preparation in the academic phases of the subjects demanded in the elementary school be taught in the high school, or to require students to take more than two years to complete the normal school course. The present rate of wages for teachers does not warrant the normal schools in lengthening the course which leads to a teacher's license beyond the present two years. The normal schools are, therefore, asking that students who expect to enter normal schools shall elect in their high school course subjects which will be of direct service to them in their preparation for teaching. April 17, 1911, the Board of Regents of Normal Schools on the recommendation of the presidents of the normal schools adopted the following resolutions:

1. "Resolved, That, since so many high school graduates enter the normal schools, we urge upon high school authorities the desirability of providing opportunity for high school students to take the following subjects each for the time specified below:

Arithmetic	½ year	Physiology	½ year
Geography	½ year	American History	1 year
Grammar and Spelling	½ year	European History	1 year
Literature	1 year	Algebra	1 year
Composition	1 year	Physics	1 year
Civics	½ year	Botany	½ year

This makes a total of nine units. A unit is one study of five recitations per week for one year."

2. "Resolved, that high school graduates entering a normal school who have not had courses in the high school in Biology one-half year, Physics one-half year, American History one year, European History one year, and Civics one-half year, shall be required to take such subjects in the normal schools as additional work." Resolution 2 became immediately operative. It is hoped by the normal schools that the more important of these subjects will be placed as much as may be in the junior and senior years of the high school in order that they may be of the most immediate service to students who enter the normal school.

3. "Resolved, That high school graduates shall be examined in Arithmetic, Grammar, and Geography for admission into the normal schools, unless they have had at least twelve weeks in each of these subjects in the junior or senior year of the high school course."

Actual examinations have shown that students entering the normal schools are sadly deficient in these three subjects, two of which are fundamental in the elementary school and in all practical education. In view of the heavy burden placed upon the normal schools in preparing teachers along so many lines, they should not give more time, in fact they should give less, to these subjects which may be taught well in the high school.

For the convenience of students and to save time in the organization of the school at the beginning of the year, students will not be required to take examinations in these subjects when they enter. They will be admitted without examination but conditioned in Arithmetic, Grammar, and Geography until they have furnished evidence that they have successfully pursued the subjects for twelve weeks in the junior or senior year of the high school or have passed the entrance examination. Classes will be formed for the benefit of students who need to review the subjects before taking the examinations.

ACCREDITED STANDINGS

Standings from accredited schools, and from state certificates issued by the State Board of Examiners of Wisconsin, will be accepted toward graduation.

GRADUATION AND DIPLOMAS

A student may complete his course at the end of any quarter. Diplomas are conferred on graduation. The diploma entitles the recipient to a certificate issued by the State Superintendent of Public Instruction qualifying the holder to teach in the schools of the state for one year. On furnishing the State Superintendent evidence of having taught successfully one year in the schools of Wisconsin, the holder of a diploma will receive an unlimited state certificate.

The following is the regulation of the Board of Regents concerning graduation:

"No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted at least one year, but a certificate of attendance may be granted by the president of a normal school to any person who shall have been a member of such school for one semester, provided that in his judgment such certificate is deserved.

"Persons entering with credits from another Wisconsin normal school will be required to remain as long as would be necessary to obtain a diploma from the school from which they come."

COURSES OF STUDY

ENGLISH COURSE

The several courses leading to graduation are of equal length, namely two years. Credits for graduation are reckoned in terms of unit-hours. A unit-hour is a subject requiring one recitation a week for a semester. Students are expected to do twenty unit-hours of work each semester. Each course is partly prescribed and partly elective. Since the purpose of each course is to prepare teachers for specific work in the public school and since the length of time required to finish a course is but two years, the number of elective studies must be relatively small. Practice teaching is done in the second or senior year. In the junior year students must prepare for practice teaching by taking those subjects which they are likely to teach during their senior year and also those subjects which give them insight into methods of teaching and school management.

PRESCRIBED SUBJECTS

The accepted divisions of the public school courses of study are Kindergarten, Primary Grades, Intermediate Grades, Grammar Grades, and High School. Each of these divisions has its own peculiar problems, both as to the subject matter taught and the method used in teaching. The problem of discipline and general management is more or less different in each group. It follows that a person who may be a successful teacher in one group might be quite a failure in another. This being so, a normal school should offer the students opportunity to fit themselves for a particular grade of teaching they expect to follow. Some persons on entering school have clear notions of the grade they desire to teach; others have made no selection; often one is not qualified to decide the matter until after he has

done practice teaching and thru actual experience has found the place to which he is best suited.

Some persons do not expect to continue their preparation beyond the normal school while others are looking forward to a university course and wish to make their normal school course count full time on their university work. Having these facts in mind, the subjects constituting the normal school course have been arranged in groups to meet the needs of the various classes of students. These groups are not inflexible. A person entering one group may change to another if it seems desirable.

In addition to the subjects enumerated in a group, each regular student in school is required to take gymnastic work three hours a week for three semesters. The details of this course are given in another place. Students are also required to take a course consisting of one hour a week for one semester in the "Use of Reference Books." This course also is described in detail in another place.

A. HIGH SCHOOL GROUP

Group A includes the principal subjects taught in the upper grammar grades and offers a range of electives which makes it possible for one to qualify in at least two lines of high school work; for example, English and History, Geography and Physiography, Physics and Mathematics, or any two of the six. Students who are planning to teach in a high school or to become principals of graded schools, should elect this group. Nineteen unit-hours may be elected from the list of elective subjects appearing on page —.

The first number appearing after a subject indicates the number of the course. The second is the number of unit-hours credit.

Junior Year

First Semester	Second Semester
Geography (61) 5	Arithmetic (88) 2½
Grammar (17) and Com- position (18) 5	Pedagogy (1) 2½
Methods in Language Arts (11) 5	English Literature (26)... 5
Elective 5	American History (48)... 5
	Elective 5

Senior Year

First Semester	Second Semester
Arithmetic (88) 2½	Physiology and Hygiene (83) 4
Pedagogy (2) 2½	Psychology (13) 4
Grammar (20) and Composition (19) 5	Civics (58) 3
Teaching (6) 10	Elective 9

B. GRAMMAR GROUP**Grades 6-8**

The Grammar Grade Group is intended to meet the needs of students who expect to teach in the sixth, seventh, or eighth grades. Grammar and Composition, Arithmetic, Geography, and History are the subjects in which sound scholarship is necessary in a grammar grade teacher. Music and Drawing are almost universally required and are therefore given a place in the group. However, students may substitute other subjects for Music and Drawing if they desire to do so.

Junior Year

First Semester	Second Semester
Geography (61) 5	Music (97) and Drawing (91) 5
Grammar (17) and Composition (18) 5	Literature (26) 5
Methods in Language Arts (11) 5	English History (51) 5
Music (97) and Drawing (91) 5	Arithmetic (88) 2½
	Pedagogy (1) 2½

Senior Year

First Semester	Second Semester
American History (48) ... 5	Civics (58) 3
Arithmetic (88) 2½	Physiology and Hygiene (83) 4
Pedagogy (2) 2½	Psychology (13) 4
Teaching (6) 10	Grammar (20) and Composition (19) 5
	Elective 4

Music and Drawing recite on alternate days thruout the year. The reason for this arrangement is that these subjects are arts in which one matures but slowly and it is believed that fewer times a week for a longer period yields better results than more frequent recitations for a shorter time.

C. INTERMEDIATE GROUP**Grades 4-6**

The Intermediate Group is necessarily much like the Grammar Group in that it emphasizes Geography, Arithmetic, and Language. It meets the needs of those who wish to teach in the grades 4 to 6.

Junior Year

First Semester		Second Semester	
Arithmetic (88)	2½	Methods in Language	
Pedagogy (1)	2½	Arts (11)	5
Grammar (17) and Com-		Music (97) and Drawing	
position (18)	5	(92)	5
Music (97) and Drawing		Literature (26)	5
(92)	5	Nature Study (78).....	2½
Geography (61)	5	Arithmetic (88)	2½

Senior Year

First Semester		Second Semester	
Psychology (13)	4	Teaching (6)	10
Physiology and Hygiene		American History (48)...	5
(83)	4	Grammar (20) and Com-	
Civics (58)	3	position (19)	5
Pedagogy (2)	2½		
Blackboard Drawing (93).	2½		
Physiography (65)	3		
Elective	1		

D. PRIMARY GROUP**Grades 1-3**

Persons preparing to teach in the first three grades of the elementary school should elect Group D. Manual Arts, Blackboard Drawing, and Expression are the special studies required in this group.

Junior Year

First Semester		Second Semester	
Arithmetic (88)	2½	Music (97) and Drawing	
Pedagogy (1)	2½	(92)	5
Geography (61)	5	Methods in Language	
Grammar (17) and Com-		Arts (11)	5
position (18)	5	Expression (31)	2
Music (97) and Drawing		Civics (58)	3
(92)	5	Nature Study (78).....	2½
		Blackboard Drawing (93).	2½

Senior Year

First Semester	Second Semester
Teaching (6) 10	Physiology and Hygiene (83) 4
Grammar (20) and Com- position (19) 5	American History (48)... 5
Literature (26) 5	Arithmetic (88) 2½
	Pedagogy (2) 2½
	Psychology (13) 4
	Manual Arts (94)..... 2

ELECTIVE SUBJECTS

The electives referred to in the several groups are to be selected from the following list. So far as consistent with the distribution of work among the faculty of the school, the choice of the subject will be left to the student.

Agriculture (80) 2½	History of Education (4). 2
Algebra (85) 3	Manual Arts (94)..... 2
Botany (76) 5	Nature Study (78)..... 2½
Chemistry (73) or (73) and (74) 5 or 10	Physics (70) or (70) and (71) 5 or 10
Blackboard Drawing (93). 2½	Physiography (65) 5
English Literature (27).. 5	Physiology and Hygiene (83) 4
Ethics (14) 2	Political Economy (56)... 5
Expressive Reading (31).. 2	Political Science (57).... 2½
Geography (62) 3	Rhetoric (22) 3
Geology (67) 5	Sociology (55) 5
Geometry (86) 3	Trigonometry (87) 3
Modern European History (52) 5	Zoology (77) 5
English History (51).... 5	

GERMAN COURSE

The German course consists of eighty unit-hours of work, seventy of which are prescribed and ten elective.

Prescribed Subjects.

Arithmetic, including Methods (88).....	5
Geography, including Methods (61).....	5
Composition (18 and 19)	5
Grammar, including Methods (17 and 20).....	5
American History (48)	5
English Literature (26)	5

Psychology (13)	5
Music (97) or Drawing (91).....	5
Methods in Language Arts (11).....	5
Pedagogy (1 and 2).....	5
German (39 and 40 or 41 and 42).....	10
Teaching and School Management (6).....	10

The ten unit-hours of elective work may be German or subjects offered in the English course. Gymnastics and "Use of Reference Books" is the same for the German course as for the English course.

LATIN COURSE

The Latin course is the same as the German except that Latin is taken in place of German.

KINDERGARTEN COURSE

For Kindergarten course, see page 47.



Nature Study Class—Lake Park

DESCRIPTION OF COURSES

EDUCATION

The general purpose is to make the students familiar with the aims, principles, and practices of modern education and to give them an intelligent insight into the work of teaching. The work of the course is carried on by means of class discussions, lectures, reports on assigned readings in reference and text books, and by observation in the training school.

1. **Pedagogy.** Two and one-half unit-hours. Junior year. This course is devoted to the more elementary and practical matters that relate to teaching. It includes the fundamental facts of child psychology and principles of class instruction and control. It is distinctly preparatory to practice teaching and must be taken in the junior year.

2. **Pedagogy.** Two and one-half unit-hours. Senior year. Course 1 is a prerequisite. This course is concerned with the more theoretical and philosophical phases of the subject, such as the meaning and aim of education, the nature of the curriculum, and the principles of teaching.

3. **Present Educational Problems.** Two and one-half unit-hours. This is an elective course open only to those who have had course 2. The work done is a more detailed study of some of the problems of school organization and management, in the light of present day educational thought.

4. **History of Education.** Two unit-hours. Elective. Senior year. This course embraces a study of leading educational movements from the Renaissance to the present. These are considered in relation to the social conditions of the times and to the great educational leaders and reformers with whom they are associated. Care is taken to point out the bearings upon present-day theory and practice.

The library is well supplied with reference material.

5. **Practice Teaching.** Ten unit-hours. Senior year. The purpose of Practice Teaching is to familiarize the student with the actual processes of teaching and school control. It is also a means of testing the student's aptitude for teaching.

Practice teaching is done in the city schools and in the Training School connected with the Normal School. Students are assigned to half-day teaching for a semester. They teach several subjects and have opportunity to show their ability to control a room of forty or fifty children.

Students who after a reasonable amount of practice teaching do not show ability to control and teach a school are not recommended for graduation.

SUPERVISION OF PRACTICE TEACHING

The practice work is under the supervision of men of wide experience in teaching and supervisory work. They are assisted in this supervision by the grade teachers in the Training School. It is the aim of those having this work in charge to be helpful to the students in their practice work by developing and guiding their natural powers, by encouraging individuality in effort, and by avoiding that constant interference which too frequently destroys the student's confidence in his own ability and makes him content with being a mere imitator.

Definite plans of work for each day are prepared by the student teacher.

General and group conferences are conducted by the supervisors and critic teachers, in which the organization of the teaching material in the various branches is discussed, plan making is considered, and in general the attempt is made to reduce the principles of teaching to a working basis. Another feature of these meetings is the discussion of some pedagogical topic previously assigned and requiring special lines of reading and observation.

SUBSTITUTE WORK

In addition to the required practice teaching, students are occasionally called upon to do substitute work in the Milwaukee schools during the temporary absence of regular grade teachers. These assignments are to schools in all parts of the city and give students an excellent opportunity to become acquainted with conditions which vary widely in different grades and schools.

METHODS IN LANGUAGE ARTS

11. Five unit-hours. This course covers methods of teaching Reading, Language, Juvenile Literature, Spelling, and Penmanship in

the elementary schools. The work will be presented somewhat in accordance with the following outline:

Reading: In these classes especial attention is given to the application of pedagogical principles in the teaching of reading. The following subjects will be discussed: Characteristics of a good reading book and how to use it; oral and board work which precede the use of the book; phonics and phonograms; different methods of teaching reading; how to write and use lesson plans; relation of writing, spelling, and language to reading. Observation of classes in the Training School accompanies each step of the discussion.

Language: The work in language includes the consideration of the following: The aims of language work with children; devices and methods to fulfill these aims; the scope of the subject-matter to be presented; a discussion of the part that literature, pictures, nature study, the child's own experiences, and topical work developed in other class-work should play in oral reproduction and theme-writing; when and how to correct children's oral and written work. The student observes and discusses the class-work of the critic teachers of the different departments of the Training School, prepares class-plans for use in the class-room, makes a study of the art of story-telling and description, and prepares a course of study in language adapted to some one primary or intermediate grade.

Juvenile Literature: The library is well supplied with a large number of books suitable for children and this will serve as the basis for the students' work. The aims of the course will be: To create an interest in and a familiarity with the best juvenile literature; to show how a similar interest may be aroused in pupils; to show how the books may be used as a basis for language work, fairy stories, myths, biography, etc.; to show how these books may be used in school to supplement the regular school reader.

Spelling: In this subject students are taught how to study, assign, teach, and test a spelling lesson. The relation is shown between a child's spoken and written vocabulary, and between oral and written spelling. Emphasis is placed upon teaching the meaning of the spelled word and the use of the word in a sentence. Students are taught how to use seeing, hearing, vocalization, and muscularization in gaining a correct image of the word to be spelled. Students are also taught how to use the speller and how to select lists of words for supplementing the use of the speller.

Penmanship: Attention is given to the students' penmanship in all written work, and students are also given specific instruction in methods of teaching the subject. All students who expect to teach in the first two grades are required to learn to write the vertical and

semi-vertical penmanship in order to use it on the blackboard in teaching Reading and Language.

Students are also taught how to teach pupils to write upon the blackboard and upon unruled paper with pencil and with pen. Instruction is also given as to correct holding of the pen, correct writing posture, and use of the copy-book.

LIBRARY METHODS

In the junior year, each student is required to spend an entire day in the library. He receives personal instruction in the classification and arrangement of books, pamphlets, magazines, and pictures; in the mechanical preparation of books for the shelf, and in the use of magazine indices and card catalogs.

A course of two hours a week for ten weeks is given those who desire to secure sufficient knowledge of library methods to enable them to classify a school library. The course includes the following: Mechanical preparation of books for the shelf, classification, accessioning, cataloging, and simple methods of repairing. This course is offered for the reason that a number of the graduates of the Normal School each year go into positions where they are called upon to catalog the school library.

COURSE IN USE OF REFERENCE BOOKS

Next to knowing a fact is knowing where to find it. The purpose of the course is to familiarize the students of the Normal School with the reference books of the library, which to many of them are now but a formidable and unknown host. The course comprises ten lectures with library work and is given the first quarter of the junior year in order that the student may reap the largest benefits thruout his school life from the knowledge of the library which this course gives. One group of books is taken up each week. For individual work students look up topics given them and compare the ways in which the different books treat the same subject.

PSYCHOLOGY AND ETHICS

13. **Psychology.** Four unit-hours. The following statements will indicate, in a general way, the method and attitude of the department in developing the subject.

a. The work proceeds from the genetic and functional points of view. The genesis of the mental process is studied and the process is analyzed in its developed form in order that an understanding of its function and the method of its control may be gained.

b. The interrelation of mind and body is shown. A study of the anatomy and function of the various parts of the nervous system is made. The knowledge thus gained is made use of thruout the course in explaining the conditions of mental processes.

c. Students are led not only to grasp the facts and principles set forth in the text book and those given by the instructor, but also to observe the operations of their own minds and to give illustrations drawn from their own experience.

The students are provided with two texts, Angell's *Psychology*, and Witmer's *Analytical Psychology*, which serve as a basis of the course. Frequent use is made of the works of James, Dewey, Sully, Stout, and Morgan. References are also made to Baldwin's *Mental Development*, Tichener's *Psychology*, and other related books. The library contains as available material both the current numbers and bound volumes of standard psychological journals.

14. **Ethics.** Two unit-hours. This is an elementary course approaching ethics from the genetic, historical, and practical points of view rather than from the theoretic and scientific. Special attention is given to the nature and development of the child's moral consciousness and to the problems of moral training in the school.

ENGLISH COMPOSITION AND GRAMMAR

A year of grammar and composition is required of all candidates for graduation. Students are held responsible for good English in all their written and oral work in all departments. Those who at any time show a tendency to slovenly and inaccurate English, no matter if they have passed the required courses in grammar and composition, are required to do additional work. No composition grades are recorded until the student has passed a rigid test in spelling.

17. **Junior Grammar.** Two and one-half unit-hours. This is a course in sentence structure. It deals with the classification of sentences and with phrases and clauses as component parts of sentences. The course includes sufficient work to enable the student to construct accurate, clear, and forceful sentences, and serves as a basis for Composition and Senior Grammar.

Texts used in this course: Kimball's *The English Sentence*, Espenshade's *Composition and Rhetoric*.

18. **Junior Composition.** Two and one-half unit-hours. Junior Composition includes the study of the principles of paragraph structure, the analysis of illustrative material from good literature, and the writing of paragraph themes. Several longer themes are required. All written work, after correction by the instructor, is carefully revised by the students. Practice in oral composition is given every week. Course 18 immediately follows course 17.

Espenshade's *Composition and Rhetoric* is the basic text.

19. **Senior Composition.** Two and one-half unit-hours. Course 19 must be preceded by courses 17 and 18. The work of this course consists of a study of the forms of discourse, exposition, description, narration, and argumentation. Much illustrative material is used for analysis and criticism. The written work includes not only short daily themes, but also several long themes in each of the forms of discourse. Practice in oral composition is given thruout the course.

The texts used in this course are Cairns' *The Form of Discourse*, Baldwin's *Specimens of Description*, Brewster's *Specimens of Narration*, LaMont's *Specimens of Exposition*, Baker's *Specimens of Argumentation*, and Nutter, Hersey and Greenough's *Specimens of Prose Composition*.

20. **Senior Grammar.** Two and one-half unit-hours. This is a systematic, technical review of the subject matter of English Grammar, intended as a basis for teaching. The first half of the course includes a topical review of the types of sentences, propositions, and clauses, and of verbal phrases, with practice in analysis and diagramming, in classifying connectives and reference words, and in constructing illustrative sentences. In the second half, the classification, properties, and uses of the various parts of speech are studied, with some discussion as to the forms to be employed in recitation, and the methods of presenting the subject to children. Credit in Junior Grammar, or its equivalent, is required for admission to this course.

21. **Composition.** Five unit-hours. The aim of this course is to make students familiar with the application of the principles of rhetoric and composition. During the first ten weeks sentence structure, paragraph structure, and the principles of rhetoric are taken up. During the second ten weeks the forms of discourse: description, narration, exposition, and argumentation, are studied. Thruout the course short themes are required several times a week and longer themes at intervals. Oral composition is required once each week. The course is restricted to students in the Kindergarten Department.

22. **Advanced Composition.** Three unit-hours. The course in advanced composition embraces a more comprehensive study of rhetorical principals and a careful criticism of specimens of the various forms



Literature Alcove—Library

of prose literature. This study of principles and models is accompanied by constant practice in theme writing. This course must be preceded by courses 17 and 18.

ENGLISH LITERATURE

26. General Course. Five unit-hours. The aim of this course is to cultivate in students a taste and appreciation for good literature, and to develop in them the ability to teach the subject.

The novel, the essay, and poetry are studied for thought-content and style. The course in the novel consists of lectures on the structure of the novel and its development as a form of literature, and of the detailed study of representative novelists, including Dickens, Thackeray, Eliot, and Hawthorne. The essay work is devoted to the study of several representative essayists, including Macaulay, De Quincy, Carlyle, Ruskin, and Emerson. Emphasis is placed upon the personality of the author, his contribution to modern thought, and his technique. The study of poetry consists of critical and appreciative work on representative American poets, including Bryant, Poe, Emerson, Longfellow, Lowell, Whitman, and Lanier. Special attention is paid to selections used in the elementary school.

27. Advanced Literature. Five unit-hours. Course 26 is prerequisite. This course is devoted to a critical and intensive study of some narrow field of literature. The following courses are given in different years:

a. Shakespeare: A study of selected plays and their relation to Elizabethan life and literature.

b. Romantic Poetry: Lectures on the Romantic Movement. A study of selected poems from Wordsworth, Coleridge, Scott, Byron, Keats, and Shelley.

c. Victorian Poetry: Lectures on the thought of the Nineteenth Century. A study of selected poems from Tennyson, Browning, Arnold, Clough, Morris, and Swinburne.

d. Browning: A study of the personality and art of Robert Browning, and of his relation to the thought of the Nineteenth Century.

e. Tennyson: A close study of representative poems to show the development of Tennyson's thought and art, and his relation to his age.

28. Juvenile Literature. Two and one-half unit-hours. This course consists of a study of literature suited to the various grades. The work involves a critical examination of children's books in mythology, travel, biography, science, fiction, and poetry. It also includes observation and experimental work in the grades for the pur-

pose of studying the interests and tastes of children and the methods of teaching best suited to different grades.

EXPRESSIVE READING

31. Two unit-hours. The aim of the course is to ground the student in the principles and art of expressive reading. Effective reading involves the co-ordination of mind, body, and voice. The ability of the student to respond emotionally to the various types of literature is cultivated thru the study of appropriate selections.

Technical work is given for development of the voice, the aim being to retain the personality of each voice; to free it from limitation and acquired faults; to bring out its latent strength and purity; and to fit it to meet adequately all the demands made on it in teaching and in speaking.

Attention is given to physical training to the end that the student may bear himself well before his class or in audience.

LATIN

Four years of high school Latin is a prerequisite for entrance to the Latin course. One year in Latin (courses 33 and 34) is required and a second year is elective. Graduates in the two-year Latin course are given two years' credit in the A. B. course in the University of Wisconsin.

33. Five unit-hours. Cicero's *De Senectute* and *De Amicitia*. Study of Cicero's life and times. Prose composition and grammar review.

34. Five unit-hours. Plautus *Menaechmi*, rapid reading. Livy, Books XXI-XXII. Roman History. Livy's life and times, work as historian.

35. Five unit-hours. Horace. Selections from the odes, satires, and epistles. Roman literature of the Augustan Age.

36. Five unit-hours. Catullus, Ovid, Pliny, and selections from Peck and Arrowsmith's *Roman Life in Prose and Verse*. Tacitus' *Annals*.

GERMAN

Two years of high school German are required for entrance. One year of German is required for graduation in the German course and a second year is elective. Juniors who speak German take courses 39 and 40, others take courses 41 and 42. German speaking students generally have considerable acquaintance with German literature and

little knowledge of German history. Consequently a large part of the junior year's work is devoted to the study of the history of modern Germany.

All students in the German classes are expected to become members of the German Club, which aims to supplement the class-room work by giving more acquaintance with German reading and literature and facility in speaking German.

39. Five unit-hours. Freytag's *Friederich de Grosse*. History of Germany from 1740 to the French Revolution, especially the rise of Prussia and life of Frederick the Great, for oral and written work. Von Sybel's *Die Erhebung Europas gegen Napoleon*. Reports and discussions on the French Revolution, on the Napoleonic Wars, and on the life of Napoleon to supplement the text and furnish material for written work. Von Klenze's *Deutsche Gedichte*. The Patriotic Poets. Review of grammar.

40. Five unit-hours. Advanced course on *Wilhelm Tell*. Study of Schiller's life, development, and work. The Storm and Stress movement. Schiller's shorter poems in Von Klenze's *Deutsche Gedichte*. Heine's life and work as poet and political reformer, *Die Harzreise*, and his poems. German history from Battle of Waterloo to 1871. Literary movements in the Nineteenth Century, especially Romanticism. Review of grammar.

41. Five unit-hours. Leander's *Trauemerein*. Storm's *In St. Juergen*. Riehl's *Fluch der Schoenheit*. Prose composition and Joynes-Meissner's *Grammar*, Part I.

42. Five unit-hours. Keller's *Kleider machen Leute*. Schiller's *Wilhelm Tell* and shorter poems. Reproduction oral and written. Prose composition. *Grammar*, Part III.

43. Five unit-hours. Lessing: Life and times, *Minna von Barnhelm*, *Nathan der Weise*. History of German literature. Theme work and grammar review.

44. Five unit-hours. Goethe: Life and times, *Dichtung und Wahrheit*, *Hermann und Dorothea*, and *Faust*. Professional work: Lectures on teaching German in high school and in the grades, observation work, and examination of texts used.

HISTORY

AMERICAN HISTORY. Five unit-hours are required of all groups except the Kindergarten. The purpose of the work in American History is to train teachers in good methods of studying and teaching history; to cultivate a desire for historical reading; to give as thoro a

course in the economic, social, and political history of the United States as is possible in the time given. A printed syllabus is furnished each student. The work is based largely on the texts indicated below. Lectures form an important part of the work with reference to larger works for class discussion and collateral reading. Owing to the overlapping of the courses no one can get more than seven and a half unit-hours credit in American History. There are three courses offered each semester, as follows:

48. From the Causes of the Revolution through the War of 1812. Texts: Frothingham's *Rise of the Republic*, Fiske's *Critical Period*, Walker's *Making of the Nation*.

49. From the Close of the Revolution to Jackson's Administration. Texts: Fiske's *Critical Period*, Walker's *Making of the Nation*, Burgess' *Middle Period*, Turner's *Rise in the New West*.

50. From Washington's Administration thru Jackson's. Texts: Walker, Turner, and Burgess as above, and Wilson's *Division and Reunion*.

EUROPEAN HISTORY. The course in English History is required of students in the Grammar Group. The courses are elective to other groups.

51. **English History.** Five unit-hours. First semester. This course corresponds to the usual elementary college course in English history. A syllabus is used. Beginning with the Conquest, three main lines of work are pursued, the constitution, the church, and the social life. With the reign of Henry VII. the work becomes more intensive on the governmental side, increasingly so in the reigns of Elizabeth, James I., and Charles I. The period from the Restoration to the reign of George III. is studied briefly to show the rise of the English Parliamentary system. In the reign of George III. the king's efforts to restore the personal rule of the crown, the abuses of the representative system, the political corruption in Parliament, and the absolutism of the government in civil affairs are studied intensively. Parliamentary reform and the Industrial Revolution, including the Free Trade Movement, complete the course. Lectures and reference reading form an important part of this course. The text books are Gardiner's *Students' History of England*, Ransome's *History of England*, Terry's *History of England*, Green's *Short History of the English People*, Bright's *History of England*, and Cheyney's *Industrial History of England*. No one is used continuously, parts of different ones being used as they are best suited for the work to be done.

52. **Modern European History.** Five unit-hours. Second semester. Robinson and Beard's *The Development of Modern European*

History (two volumes) is used as a text. The class is held rather closely to the text with lectures as in other courses, but with less reference reading, the text book being more satisfactory and the larger references being less available than in other courses.

SOCIAL SCIENCES

55. **Sociology.** Five unit-hours. It is the purpose of the course to train the student to observe more closely the social conditions by which he is surrounded, and to relate these to his school work and to the community in which he is to teach; to make better citizens by leading students to place social interests above individual interests; to enable the pupil to see the relation of the significant social facts, thus training his judgment; to spur the student to a curiosity about facts with reference to which it is desirable to form conclusions; to make the student see the necessity for forming careful judgments; to secure greater sympathy and broader judgment concerning those by whom he is surrounded; to relate this subject to history, political science, and geography; and to create in the student a love for reading and studying this subject farther.

In presenting the subject texts are followed as guides. The student's past experience is utilized to illustrate the definitions and principles considered. For a better appreciation of sociological principles the student makes a special study of such social problems as the Rescue Mission, the docks, or a particular street. He is also urged to supplement his own experience by reading books containing the experience of others. Due attention is given to the relation of sociology and history.

56. **Political Economy.** Five unit-hours. The aims of the course are to give to the student a knowledge of the subject both as a science and as an art; to create an interest in, and to secure a scientific study of the affairs of the day—money question, expansion (economic aspect), tariff, etc.; to stimulate the ethical feelings; to summon to the student's aid his fund of observation, experience, and often crude generalization; to effect a new correlation of the student's mental acquirements; and to secure for the student culture as well as preparation for the duties of active life.

The scope of the work covers both the science and the art of the subject, and includes the principles underlying production, exchange, distribution and consumption of wealth, and the application of these principles to the subjects of tariff, money, etc.

The texts are followed to obtain technical knowledge of the definitions and principles. Industrial plants in the city are visited to study the practical aspects of these principles. Students supplement

the text-book by reading and reporting upon other authorities. Magazine articles bearing upon these questions are read and reported upon bi-weekly. These reports are the basis for class discussion.

The work thruout the course is supplemented by reference work from both the school and city libraries.

57. Political Science. Two and one-half unit-hours. The course is designed to enable the student to obtain a view of the origin and growth of the American government and also to appreciate the relations existing between the various units of our complex system—federal government, state, county, township, etc.; to give an idea of the constitution as an outgrowth of the English embodiments, as developed by the life of the people and as construed by Congress, by the executive, and by the courts; to have the student understand his rights under the government and his duties related to those rights; and to cultivate in him a spirit which shall lead to an insistence upon the former and to a performance of the latter.

The work is closely related to the work in Political Economy. The order and method of treatment grow out of the development of the two subjects and the current interest in sociological subjects.

CIVICS

58. Three unit-hours. The aim of the course in Civics is to familiarize the students with the ways in which society organized as towns, cities, states, and nation carries on the machinery of government. It is not a study of the state and national constitutions so much as it is the study of home government. It seeks to enable the student to understand what is going on about him in civic life. The function of the Police Department, the Fire Department, the Health Department, etc., of our city governments and the more important departments of state and national governments are considered.

GEOGRAPHY

61. North America. Five unit-hours. Junior year. The point of view thruout is that of Social Geography. The home geography of Milwaukee is made the starting point. The industrial processes characteristic of Milwaukee are considered in their relation to the up-building of the city, the development of the harbor and the industrial plants, and the maintenance of the homes. Three principal problems constitute the center of interest in this work: How are the material wants of the Milwaukee family provided for? Why was the city of Milwaukee located just where it is? Why did Milwaukee grow so rapidly and to such proportions? Milwaukee Normal School Bulletin, No. 3, Vol. V, is used as an outline.

Passing from a study of the city to the state as the next larger geographical unit, those industries are examined which have played an important role in the development of the commonwealth and which are also closely related to the growth of Milwaukee. Lumbering, lead mining, agriculture, and the Fox-Wisconsin waterway are representative topics in this survey of the state.

North America as a whole and the United States in greater detail follow in logical order. A general survey of the physical conditions of the continent and of the United States in particular is taken. The several sections of the United States are then treated with special reference to the typical interests which characterize them.

Texts: Tarr & McMurray's Geography, Vol. II; McMurray's Special Methods in Geography.

62. **Optional.** Three unit-hours. Senior year. Course 61 and Physiography are prerequisite. The subject matter will be chosen from the following topics:

- a. The conservation of our natural resources.
- b. Typical geographic realms: The Polar Desert, the Hot Desert, the Tundra, the Equatorial Rain Forest, the Steppes, the Prairies, etc.

Each student will be assigned a special topic for independent work.

EARTH SCIENCE

65. **Physiography.** Three unit-hours. The course consists of three recitation and two laboratory periods a week. The work is about equally divided between a study of the genesis of land forms, elementary meteorology, and climatology. The work on meteorology includes a careful study of the making and use of the weather map. The laboratory contains a good equipment of maps, models, photographs, lantern slides, etc.

The location of the school on the shores of Lake Michigan in a glaciated country and within easy reach of quarries in the Niagara and Devonian limestones, makes field work practicable and profitable. Frequent excursions are made and erosion, land forms, development and history of river systems, and soil character are studied in the field.

Text-book: Salisbury's Physiography.

67. **Geology.** Five unit-hours. Physiography is a prerequisite. The course is so planned as to articulate with the work in physiography with the least possible repetition, so that students may continue the work thru the year.

The laboratory is supplied with mineral and rock collections, including the Educational Set furnished by the United States Govern-

ment. A petrographical microscope and a set of thin sections enables the students to get an idea of rock texture.

Historical Geology is represented by a small collection of fossils, which, however, is supplemented by the ample collections of the Public Museum always accessible to the students of the school. Outcrops of the Niagara and Devonian limestone permit the students to make personal collections of typical fossils. Glacial phenomena are especially well developed in the vicinity of Milwaukee and their study forms an important part of the course. Each student is required to prepare a map and descriptions of a particular region, from personal observation and study in the field.

Text-book: Chamberlain and Salisbury's College Geology.

PHYSICAL SCIENCE

69. Elementary Physics. Five unit-hours. Students who enter the Normal School without having had a year of high school Physics are required to take a course of twenty weeks of Elementary Physics. This course consists of three laboratory periods of two hours each and two recitation periods a week.

70. Advanced Physics. Five unit-hours. Open to students who have had Physics in the high school or the course in Elementary Physics in the Normal School.

In this course mechanics, heat, and sound are taken up in the order named. Three laboratory periods of two hours each and two recitation periods a week are devoted to the work. About twenty experiments are completed, which are mostly quantitative in character. The experiments must be repeated until the duplicates show only a small percentage of error. Care in experimentation and accuracy of calculation are insisted upon.

The laboratory is equipped for individual work. Students work in pairs at individual desks, using the apparatus of the desk. Where experiments demanding more extensive apparatus are performed, special material is taken from the general equipment.

71. Advanced Physics. Five unit-hours. Open to students who have had course 70 or its equivalent. The course deals with light and electricity. The time required is the same as in the above course and about the same number of experiments are completed.

CHEMISTRY

73. Elementary Course. Five unit-hours. The laboratory facilities of the school are ample to give students a complete equipment for individual work. This includes scales and apparatus for simple quantitative work. The usual course in General Chemistry is



Biological Laboratory

given in the first half of the work. This includes a careful study from texts and by experiments of the occurrence and properties of the elements, together with the laws governing all chemical reaction and stoichiometrical calculations. This is followed by a series of experiments in the systematic analysis of simple compounds. Especial emphasis is laid upon the practical application of the principles of chemistry in manufacturing, industrial processes, medicine, etc.

Text-book: Kahlenberg.

74. Qualitative Analysis and Organic Chemistry. Five unit-hours. A systematic course in qualitative analysis in the separation and detection of metals in mixtures, salts, alloys, ores, and commercial products. This is followed by work in organic chemistry where some compounds of the aliphatic and aromatic series are studied.

Text-books: Kahlenberg, Fresenius, Noyes.

BIOLOGY

76. Botany. Five unit-hours. The work in Botany forms a major subject in this group. Courses are begun at the beginning and the middle of the year. The purpose of the work is not so much to impart a body of knowledge as to train the attention, observation, memory, judgment, and expression, the latter by means of both oral and written exercises and by drawing.

The scope of the work includes the development of the plant body from the simple unicellular forms to the complex forms met with on every hand. Special effort is made to familiarize the student with the commoner forms of the lower plants, the algae, fungi, liverwort, mosses, ferns, horsetails, and lycopods; to give to him a fair idea of their relationships, methods of reproduction, and economic value; to illustrate fundamental biological laws; and to renew or form acquaintance with as many as may be of the common flowering plants.

Laboratory work forms a large part of the work. The laboratory is large and well equipped with apparatus for convenient and successful work.

77. Zoology. Five unit-hours. Zoology also forms a major subject and is given each half year. The purpose and scope of the work are essentially similar to those of the course in Botany. Laboratory work forms a large part of the course and includes a study of both vertebrate and invertebrate forms.

Almost as much work is done on the birds and insects as is given in course 78, and students would therefore do well not to elect course 78 after taking course 77.

78. Nature Study. Two and one-half unit-hours. This course is designed to give the student a knowledge of the common forms of

life about him in order that he may make the most of his environment in teaching in primary and grammar grades.

The scope of the work is intended to cover the common plants and animals of this region, and such forms of the corals, sponges, jelly-fishes, molluscs, etc., as are apt to be found in the literature of the grades.

Content of the course:

a. Plant Life. Identification of about thirty of our common trees in winter form and in leaf; a study of seed and seedlings; a series of experiments in plant physiology to show some of the function of root, stem, and leaf; seed dispersal; woods.

b. Animal Life. Identification of about one hundred Wisconsin birds; bird habits, economic value, and literature; common insects, their larvae, pupae, cocoons, etc.; other common animals, their habits, and literature concerning them.

c. Field Work. The fact that Lake Park, one of the finest parks in the Middle West, is only five blocks from the school grounds, and that native woods are easily accessible, makes the opportunities for field work ideal.

79. **Nature Study.** Five unit-hours. This course is similar to course 78, but covers more ground. The study of plant-forms especially is carried farther than in course 78.

This course is designed for students pursuing the Kindergarten course.

80. **Agriculture.** Two and one-half unit-hours. The purpose of this course is to give instruction in the elements of the science.

Content of the course:

a. Soils: origin, kinds of soil and character of each; relation of each to water, air, temperature; modification and improvement of soils.

b. Tillage: effect of on soil, water, plant food, weeds.

c. Relation of the plant to the soil, water, air, and light.

d. Relation of the plant to other plants, as crowding, fungi, bacteria, weeds.

e. Relation of the plant to animals: farm stock; insects; birds; other animals as rabbit, woodchuck, etc., in their relation to the care of trees and crops.

f. Laboratory work: experiments covering many points involved in the preceding topic.

PHYSIOLOGY AND HYGIENE

83. Four unit-hours. This is a course designed primarily for teachers. It deals mainly with the physiology and hygiene of child-

hood and with school-room hygiene. The relation of the perfect functioning of the various organs to mental progress is emphasized. The effects of adenoids, nasal catarrh, deformities of nasal passages, enlarged tonsils, deafness, astigmatism, myopia, growing pains, etc., upon mental and physical growth are thoroly considered.

As much anatomy and histology is studied as is essential to understand how the various organs work and under what conditions they most easily perform their function. In connection with the study of respiration, digestion, circulation, and food, considerable experimental work is done. The department is equipped with kymograph, sphygmograph, sphygmomanometer, haemocytometer, charts, with a set of Bock-Setger anatomical models, with prepared human tissue, and with slides for work in microscopical structure of the common tissues.

Text-books: Martin, Kirke, Waller, Schaefer, Foster, Rettger.

MATHEMATICS

85. **Algebra.** Three unit-hours. The work in this branch covers the following subjects: Simple and quadratic equations, theory of exponents, radicals, theory of equations, series, and logarithms. Graphic solution of equations. More advanced work is offered for those prepared to take it.

Texts: Downey, Van Velzer, Hawks.

86. **Geometry.** Three unit-hours. Study in this subject consists of original work in solid geometry thru the sphere.

The basis of work is a pamphlet prepared by the instructor, containing tentative propositions or queries to be proved by reference to data furnished in the form of classified propositions of plane geometry and definitions of solid geometry. The object is to hold the student to the undivided consideration of the question, "How to organize facts known to me so that thru them I may arrive at the desired conclusion?" or, "How can I organize known facts so as to attain truths not as yet revealed to me?" It is hoped that he will in this way, under guidance, acquire a habit of independent and accurate reasoning.

Attention is incidentally given to exact and clear expression of thought.

87. **Trigonometry.** Three unit-hours. After the principles have been unfolded with the greatest brevity consistent with clearness, all the formulae for the different functions are derived by the student himself.

Constant attention is directed to the principles underlying the processes employed, and to the development of habits of logical

thought and of successful search for desired truths. Interesting problems are selected with a view to awaken real love on the part of the student for the study. The text-book study is supplemented by field work in the use of the chain, surveyor's compass, transit, and level, with computation and platting based thereon.

Text-book: Wells, Raymond's Surveying.

88. **Arithmetic.** Five unit-hours. The aim in this subject is to systematize and extend the student's knowledge of academic arithmetic and to develop his professional knowledge of the subject that he may:

a. Comprehend the basic principles and secure greater insight into arithmetical relations and processes for the purpose of enabling him to determine quickly what should be done in a particular problem.

b. Firmly fix habits of accuracy, neatness, and systematic arrangement of written work.

c. Develop greater rapidity in operating and power to state solutions in clear, concise language.

d. Comprehend and appreciate the educational value of arithmetic:

(a) As a utilitarian study.

(b) As an instrumental study.

(c) As a disciplinary study.

(d) As a cultural and ethical study.

e. Have power to determine what topics should be taught, to arrange these in their logical sequence, and to separate them into suitable units for recitations in order to make the transition from the old to the related new as easy as possible for the pupil.

f. Develop skill in analyzing the unit for the purpose of determining what must be known or done by the pupil in order to master it.

g. Acquire power to select the new, discern the relation of the old to the related new, and to discuss, exemplify, and devise approved methods of teaching, drilling, testing, and assignment of lessons.

h. Know and appreciate the psychological and pedagogical laws upon which progress in this subject depends and know how to apply them.

After discussing the educational value of the subject and the topics to be taught, the topics are separated into suitable units. These are then made the basis of lesson plans. A number are formulated in class for the purpose of exemplification. The students then formulate other plans on assigned topics, and also separate topics into suitable units for work. The plans are read and discussed in class, methods of teaching the points involved are exemplified, and basic psychological and pedagogical principles pointed out.

Needed academic reviews are taken in connection with the professional topics, where they also serve the purpose of exemplifying methods and principles.

DRAWING

The purpose in this work is to give the student power to use drawing as a means of expression in all subjects, and also to train him in such a way that he may know how to present the subject to pupils.

91. Five unit-hours. This course includes free-hand perspective, light and shade, water-color work, simple constructive drawings, and elementary design. Blackboard drawing is given two days each week, and this is of a character to be an aid in teaching geography, history, language, and other subjects.

92. Five unit-hours. This course covers all that is offered in course 91, excepting blackboard drawing, and, in addition, paper cutting, clay modeling, and more work in design and water-colors.

93. **Blackboard Drawing.** Two and one-half unit-hours. The work in this course comprises exercises for technique, still-life, trees, birds, animals, figures, buildings, scenes, holiday suggestions, and illustrations for stories, geography, and other subjects.

94. **Manual Arts or Hand-work Construction.** Two unit-hours. The purpose of this course is to make the prospective teacher familiar with the principles which underlie elementary manual training or hand-work construction, and to develop the skill necessary to the successful conducting of construction work in the elementary grades. The basic principle that hand work should be for the child a medium of expression is constantly kept in view.

The course includes sewing, winding, knotting, cording, braiding, basketry, embroidery, and stenciling. It encourages the correlation of same with the other subjects in the curriculum and aims to suit the practical applications to the development and interests of the child.

MUSIC

97. Five unit-hours. Music is required of all regular students. The first ten weeks are devoted to the careful study of fundamentals in pitch, rhythm, and words of force and movement with their immediate application in sight reading. In the second ten weeks sight singing is continued and scales are classified and contrasted; but the greater part of the time is devoted to the professional aspect of the subject as applied to public school teaching. Model lessons are presented by the teacher, and class members are required to give lessons

which involve the use of the pitch-pipe, the pointer, and the devices used in teaching sight reading. Much individual singing is required.

Special stress is laid on care and development of the child voice. Sight reading material is selected from the best available sources, thus giving an insight into the material to be had for use in public schools.

PHYSICAL EDUCATION

Three hours per week of gymnasium work thruout the junior year and three hours per week in the principles of physical education for one semester in the senior year, are required of all candidates for graduation.

The gymnasium work includes free exercises, rhythm, folk dances and games. The Theory of Gymnastics is based on the German system. The aim is to make the student familiar with, and skillful in, applying corrective exercises and exercises which tend to build up the vital and muscular powers of children.

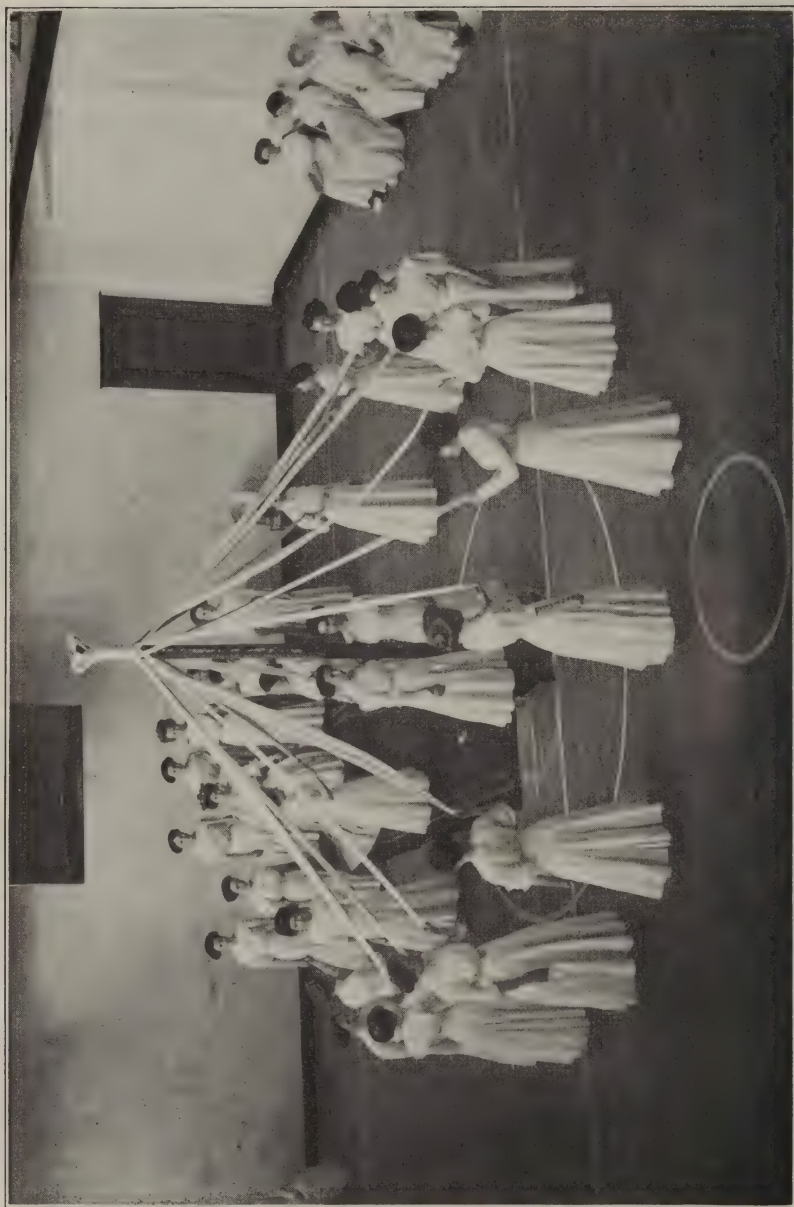
The fall and spring terms include work out-of-doors.

Various clubs for tennis and basket ball are organized as adjuncts to the systematic gymnasium work for the purpose of interesting students in healthful recreation.

Classes meet three times a week.

Two gymnasiums with dressing rooms, lockers, and baths furnish facilities for regular exercises for all students.

Students should not purchase suits and shoes until they have consulted the physical director.



May Day in the Kindergarten

KINDERGARTEN DEPARTMENT

GENERAL INFORMATION

The course is intended to meet the needs of students who desire to fit themselves for kindergarten work, and is especially designed to meet the demand for thoroly trained kindergartners for the public schools. As there are over eighty cities in Wisconsin which have adopted the kindergarten as a part of the school system, the demand for such kindergartners is constantly in excess of the supply.

The general conception underlying the course is that acceptable kindergarten work at the present time can be done only on the basis of thoro scholarship in all the branches that bear upon kindergarten work. The kindergarten has passed the period of experiment, but it must justify its place in the school system by actual results. To secure these the kindergartner needs an insight into the general principles of education and the best methods of applying them, as well as a knowledge of education in the kindergarten proper.

ENTRANCE REQUIREMENTS

The general requirements for entrance are the same as for other courses.

In addition candidates will be required to play three or four pieces of music and to sing as many songs. This music, which is selected by the candidate, need not be suited to the kindergarten, the idea being simply to ascertain the musical proficiency of the candidates. Students will be expected to play some pieces from the score and some from memory.

The school furnishes no instruction in piano work, and those deficient in this line must make it up by private lessons.

SPECIAL ADVANTAGES

The Milwaukee Normal School offers exceptional advantages for those who wish to prepare themselves for kindergarten work. Tho the scholarship idea is emphasized thruout the course, it is not

to the neglect of the work along purely kindergarten lines. The instruction given in the theoretical work of the kindergarten is up-to-date and thoro, the opportunities for the observation of kindergarten work are excellent, and the practice teaching required is of a high order. The mission kindergartens of the Milwaukee Mission Kindergarten Association are allied with the Normal School for purposes of observation and practice. There are three of these kindergartens supported by the Association in the poorer districts of the city. The number of children enrolled in each is from thirty-five to sixty. Since each of these kindergartens is a center for neighborhood work of the Social Settlement type, students have the opportunity of becoming familiar with the management of the children's clubs, mothers' meetings, day nurseries, and public playgrounds. Some of the students in other courses as well as those in the Kindergarten course avail themselves of these opportunities, and receive a practical initiation into current sociological problems, besides rendering needed and effective social service. Since a part of the required practice teaching is done in these kindergartens, the students become familiar with the needs of children of different social grades and the best methods of meeting them.

In addition to the above named advantages there are others equally important. The opportunities for the observation of, and instruction in, grade work are as adequate as those for observation along kindergarten lines. The student is thus led to see the relation between the kindergarten work and that of the primary school, and to see the development of the child as a continuous process.

The many other courses offered in the school give the prospective kindergartner a fine opportunity to broaden her scholarship if her time permits. Those who have taken some of the required work elsewhere may take up work in social science, pedagogy, history, literature, or the sciences.

LEGAL QUALIFICATION OF KINDERGARTNERS

Until 1907 the kindergarten diploma was valid to teach in the kindergarten only. The legislature of that year extended its validity to cover also the first three grades of the elementary school.

THE COURSE OF STUDY

The course is as follows, the work being estimated on the basis of five recitations per week for a semester in each subject, each recitation period being fifty minutes in length. Four subjects at a time are allowed, except when students are engaged in practice teaching. Then two subjects constitute the required amount of work.

Junior Year.**First Semester.**

Kindergarten Theory	5
Kindergarten Technics	5
Drawing	5
Music or Nature Study.....	5

Second Semester.

Kindergarten Theory	5
Kindergarten Technics	5
Composition	5
Music or Nature Study.....	5

Senior Year.**First Semester.**

Primary Methods	2½
Kindergarten Principles.....	2½
Psychology	5
Teaching in Kindergarten....	5
Drawing	2½
Expression	2½

Second Semester.

Kindergarten Principles	5
Literature	5
Teaching in Kindergarten....	5
Teaching in Grades.....	5

DESCRIPTION OF COURSE**KINDERGARTEN THEORY**

The fundamental requisites of the good kindergartner are sympathetic insight into the nature of the child, and an adequate mastery of the kindergarten instrumentalities, such as games, songs, stories, gifts, and occupations. Kindergarten instruction therefore falls into two well-marked lines, the purpose of the first being to give the needed insight into child-life, and that of the second to acquaint the student with the above named means for the child's development. The work along both lines is taken up during the junior year, the first being known as "Kindergarten Theory," and the second as "Kindergarten Technics." The work in Kindergarten Theory is the correlating center of the whole Kindergarten course, since an insight into child nature is the foundation of all work that is truly educative, and a knowledge of the technical part has no value without it.

The work in Theory is carried on by means of observation of children in the kindergarten or home, by the reading of Froebel's Mother Plays and other child-study literature, by the discussion of reminiscences of the student's own childhood, and the summarizing of results arrived at. From it the students are led to discover for themselves the principles upon which kindergarten procedure is based.

Among the topics taken up are the following: The periods in a child's development: infancy, early childhood, and later childhood; impulses and instincts; the senses and their development; the nervous system of the growing child; imitation and its value in education; the formation of habits; the dawn of reason; the development of the moral sense; methods of control; play and its significance; the social interests; the constructive interest; the æsthetic interest; the nature interest; the gradual change from the play interest to the interest in doing and learning as means to an end, and many others.

KINDERGARTEN TECHNICS

With such an insight into child nature, the organized play of the kindergarten, taken up in the work in Kindergarten Technics, becomes readily intelligible. In the study of the kindergarten play material known as the "gifts," the child's nursery play with balls and blocks is first considered, and students are led to see that such play might be made more educative by a modification of the customary toys. In this way Froebel's gifts are rediscovered, and the kindergarten methods of using them is made clear. The "occupations" are taken up in a similar manner, the nursery use of clay, pencils, scissors, etc., being considered, and a study of the organized materials known as occupations—clay, paper, cardboard, etc.—following. Each is considered as a means of expression, hence the weaving, paper-folding, cutting, painting, are not taken up in the customary form of "schools of work," but always with reference to the group of ideas to be expressed by their means. Hence the gifts and related occupations are always taken up with reference to the child's development, and to the program in which they are to be used. A grading of difficulties according to the stage of the child's development and the complexity of the process is considered also.

The psychological basis of the various game-forms is worked out and used as a standard for estimating the educational value of games and as determining the methods to be used in inventing games.

The manner of instruction in the above work is similar to that in the course of Kindergarten Theory. Students write original gift and occupation exercises showing how specified educational aims are to be realized, and carry them out with their fellow students as children. Discussion and criticism follow. The same general plan is carried out in the instruction in the kindergarten games.

NATURE STUDY

One of the most practical subjects in the Kindergarten course is Elementary Science, or Nature Study. The purpose of this is to develop a love of nature in the students, and to familiarize them with the facts of nature that children need to know. By means of class work combined with occasional excursions in the vicinity of the school, students become acquainted with the common birds and insects, the trees and flowers, and other phases of nature work. The gardening done by the children affords an excellent opportunity for other aspects of this work.

ART

The work in Kindergarten Technics is closely related to the art course, taken under the general term of Drawing. While Kindergarten students need the same general instruction in drawing and related forms of expression that other students require, their particular need of skill in the use of water colors, clay, and blackboard sketching differentiates their work from that of others. The emphasis is placed upon the features that work with little children requires.

MUSIC

A twenty weeks' course in Music is required of all kindergartners. Special attention is paid to the selection and interpretation of kindergarten songs, games and rhythmic exercises. Stress is laid on obtaining a pure, sweet tone in singing, and on making good accompanists and accurate, rhythmic sight readers at the piano.

The first ten weeks are devoted to the study of fundamentals of harmony—major and minor—and to the observance of common

dynamic signs and movement words. The students are drilled in the actual characteristic rhythmic exercises and games used in kindergartens, and are expected to take their turn at the piano to accompany any song or to play for any exercise that takes place in the class-room. Much individual singing, etc., is done.

The second ten weeks are devoted to the professional application of the work of the first ten weeks. The students are trained to formulate lesson plans and to carry them out as class exercises. The care of the child's voice is exhaustively studied. Study is made of the simpler elements of musical form.

KINDERGARTEN PRINCIPLES

During the senior year the study of kindergarten theory is continued in the course known as Kindergarten Principles. The purpose of this is to familiarize the students with the literature of the kindergarten and to obtain therefrom a body of principles for the guidance of educational procedure, not only in the kindergarten, but in the home and primary school as well. This work is related to the work done in the kindergarten.

PRACTICE TEACHING

The most important part of the senior work is the practice teaching. Students are assigned for periods of ten weeks, usually for the whole morning session. It is intended that students shall spend one quarter in the Mission kindergartens, and one in the Normal School kindergarten, or in a public school kindergarten. Now that the kindergarten diploma qualifies the holder to teach in the primary grades, at least one quarter's primary practice is required.

The kindergarten practice teaching is under the immediate supervision of the directors of the kindergartens in which the work is done, and the general supervision of the director of the kindergarten department. The primary teaching is under the general supervision of the supervisor of practice. The subject matter taken up in the kindergarten in which practice teaching is done is outlined for the student in the form of printed "programs." The students write plans for the different exercises, both in the kindergarten and in the grades, and these are submitted to the directors or teachers for criticism or approval. Individual or group conferences are held whenever neces-



Work of Children in Sixth, Seventh and Eighth Grades

sary for the discussion of the plans or of the work done. A general conference is held each week by the director of the kindergarten department for the purpose of discussing the work that has been done or that is to be done in its more general aspects.

TRAINING SCHOOL

GENERAL INFORMATION

The Milwaukee Normal School has two departments, the normal department, which is attended by young men and women who are preparing for teaching, and the training school department, which is attended by children below the high school.

The training school comprises a kindergarten and eight grades. The kindergarten is under the general supervision of the director of the kindergarten training department and an assistant, the latter having charge of the kindergarten room. The eight grades are under the immediate supervision of the supervisor of practice teaching and four assistants.

The teachers of drawing, music, and physical culture in the normal department supervise the teaching of their respective subjects in the training school. Occasionally other teachers in the normal department take classes in the training school.

The teachers in the department of pedagogy give a portion of their time to the supervision of students doing practice teaching in the city schools.

The training school is both a school of observation and of practice. Students pursuing professional subjects in the normal department visit the training school under the direction of their teachers for the purpose of observing methods of teaching and of school management. Students are also assigned to practice teaching in the training school.

As the training school is not large, not all the students doing practice teaching can be assigned to the training school. The Board of Education of the city of Milwaukee very generously allows students to do practice teaching in the city schools. Virtue is not without its reward, for thru this arrangement the city profits by getting a better trained class of candidates for positions in her schools.

MANUAL TRAINING

Manual training in some form is an integral part of the course of study in the training school from the kindergarten thru the eighth grade. Woodwork is taken up in the third grade. Later on bent iron work and brass work are introduced. A commodious room well equipped furnishes ample facilities for manual training.

RELATION OF THE TRAINING SCHOOL TO THE PUBLIC SCHOOLS OF MILWAUKEE

The work in the training school parallels that of the grades in the public schools, so that a pupil may be transferred from the public schools to the training school and vice versa without friction or loss of time.

Upon completion of the work in the training school, pupils are admitted to the various high schools and academies in the city, without examination.

TEXT BOOKS AND OTHER SCHOOL MATERIAL

Children in the training school do not need to buy books. The school furnishes all needed books at the following rental:

Grammar Grades	\$1.00
Intermediate Grades	.75
Primary Grades	.50

Paper used by the children in their school work and material used in manual training are bought in bulk by the school and furnished the children at cost. Experience has shown that a fee of from fifty cents to one dollar and a half each semester will cover this expense.

TUITION

Pupils in the training school are charged tuition ranging from twenty cents in the kindergarten to thirty cents per week in the seventh and eighth grades.

Tuition is paid in advance and for the entire semester, at the following rates per week:

Kindergarten	20 cents
First and Second Grades.....	20 cents
Third and Fourth Grades.....	20 cents
Fifth and Sixth Grades.....	25 cents
Seventh and Eighth Grades.....	30 cents

STUDENTS

SENIORS

NAME.	CITY.	COUNTY.
Adami, Irma B.	Milwaukee	Milwaukee
Ahrens, Hazel	Milwaukee	Milwaukee
Albrecht, Dorathea L.	Plymouth	Sheboygan
Anderson, Agnes	Racine	Racine
Anderson, Stella	Racine	Racine
Anderson, Donald	Milwaukee	Milwaukee
Baer, Catherine A.	Milwaukee	Milwaukee
Baerenwald, Charles	North Milwaukee	Milwaukee
Bailey, Edith	Milwaukee	Milwaukee
Bailey, Ethel M.	Milwaukee	Milwaukee
Bangs, Vera L.	Dows, Iowa	
Batcheller, Ruth M.	Wildwood Harbor, Michigan	
Beck, Wally	Milwaukee	Milwaukee
Berentsen, Adel	Milwaukee	Milwaukee
Bergwall, Emily	Hartland	Waukesha
Blank, Edna A.	Mellen	Ashland
Blackmun, Ruth M.	West Bend	Washington
Bleyer, Alice A.	Milwaukee	Milwaukee
Blood, Benita R.	Appleton	Outagamie
Brick, Erhardt C.	Manitowoc	Manitowoc
Brindley, Grace	Boscobel	Grant
Bond, Adele	Glendale	Monroe
Bowes, Florence I.	West Allis	Milwaukee
Broderick, Mary H.	Milwaukee	Milwaukee
Bristol, Lucy S.	Sturgeon Bay	Door
Bronson, Luella	Milwaukee	Milwaukee
Burbott, Edna A.	Appleton	Outagamie
Burd, Grace A.	Milwaukee	Milwaukee
Bussewitz, Alfred R.	Reeseville	Dodge
Butters, Arlisle D.	Waldo	Sheboygan
Cain, Lillian A.	Elkhart Lake	Sheboygan
Campbell, Emma L.	Ashland	Ashland
Charmock, Ada M.	Racine	Racine
Christensen, Emma	Racine	Racine
Cleary, Marguerite E.	Milwaukee	Milwaukee
Clement, Anna H.	Florence	Florence
Cody, Anna L.	Milwaukee	Milwaukee
Conley, Marie V.	Milwaukee	Milwaukee

NAME.	CITY.	COUNTY.
Conway, Monica R.....	Cleveland	Manitowoc
Craker, Hazel E.....	Reedsburg	Sauk
Crotty, Anna G.....	Milwaukee	Milwaukee
Dana, Margaret	National Home	Milwaukee
Daley, Marion E.....	Milwaukee	Milwaukee
Dallmann, Clara M.....	Milwaukee	Milwaukee
Darling, Edith C.....	Sturgeon Bay	Door
Darrenougue, June M.....	Reedsburg	Sauk
Day, Margaret E.....	Manitowoc	Manitowoc
Dean, Gertrude	Milwaukee	Milwaukee
Dearsley, Julie E.....	Racine	Racine
Dedrick, Hilda D.....	Manitowoc	Manitowoc
Dendinger, Veronica M.....	Hartington, Nebraska	
Dexter, Emily S.....	Ashland	Ashland
Dittmar, Ada A.....	Milwaukee	Milwaukee
Donahue, Mary E.....	Milwaukee	Milwaukee
Dopke, Anna E.....	Milwaukee	Milwaukee
Dopp, Marion C.....	Ashland	Ashland
Dougherty, Anna.....	Milwaukee	Milwaukee
Dougherty, Beryl S.....	Milwaukee.....	Milwaukee
Downer, Edna A.....	Milwaukee	Milwaukee
Drishaus, Marie E.....	Milwaukee	Milwaukee
Dunn, Irene M.....	Racine	Racine
Eifler, Viola A.....	Milwaukee	Milwaukee
Elberfeld, Lucy F.....	Milwaukee	Milwaukee
Engelhardt, Gertrude	Milwaukee	Milwaukee
Fanning, Naomi G.....	Milwaukee	Milwaukee
Fay, Margaret	Milwaukee	Milwaukee
Fehrer, Marguerite L.....	Milwaukee	Milwaukee
Ferguson, Edna R.....	Wauwatosa	Milwaukee
Flynn, Anna V.....	Milwaukee	Milwaukee
Flynn, Marie	Milwaukee	Milwaukee
Foley, Edna A.....	Burlington	Racine
Foreman, Harriet E.....	Viola	Richland
Foxwell, Florence A.....	Union Grove	Racine
Funk, Elizabeth I.....	Milwaukee	Milwaukee
Galogly, Georgiana M.....	Milwaukee	Milwaukee
Goessling, Gertrude D.....	Chilton	Calumet
Goldthorp, Lillian A.....	Clintonville	Waupaca
Grant, Margaret E.....	Milwaukee	Milwaukee
Grider, Edith M.....	Milwaukee	Milwaukee
Gunderson, Nell M.....	Milwaukee	Milwaukee

NAME.	CITY.	COUNTY.
Hackendahl, Irma H.....	Milwaukee	Milwaukee
Hageman, Irma	Milwaukee	Milwaukee
Hahn, Juliet H.....	West Allis	Milwaukee
Hall, Marion E.....	Burnett	Dodge
Hand, Winifred B.....	Elkhorn	Walworth
Harvey, Alfred	Milwaukee	Milwaukee
Heaney, Mathilde G.....	Milwaukee	Milwaukee
Heinzmann, Maud	Elkhorn	Walworth
Hesslink, Ben B.....	Oostburg	Sheboygan
Hood, Sadie L.....	Racine	Racine
Horn, Matilda O.....	Brillion	Calumet
Houston, Ethel C.....	River Falls	Pierce
Howard, Evva S.....	Milwaukee	Milwaukee
Howard, Edna L.....	Milwaukee	Milwaukee
Hughes, Margaret	Merrill	Lincoln
Hughes, Morton	Cambria	Columbia
Hunt, Hazel E.....	Phillips	Price
Iselin, Rosaline	Racine	Racine
Jones, Claire B.....	Montello	Marquette
Johnson, Esther M.....	Milwaukee	Milwaukee
Johnson, Hazel E.....	Stoughton	Dane
Jossart, Helen M.....	Minocqua	Oneida
Junge, Otto P.....	Milwaukee	Milwaukee
Kamschulte, Hertha P.....	Milwaukee	Milwaukee
Kartack, Elsie F.....	Baraboo	Sauk
Kaskia, Stella C.....	Peshtigo	Marinette
Kelsey, Marguerite R.....	Milwaukee	Milwaukee
Kelsey, Nettie M.....	Algoma	Kewaunee
Kenney, Rosemary B.....	Cedarburg	Ozaukee
Kerble, Irma	Merrill	Lincoln
Kiddle, Jeanette B.....	Union Grove	Racine
Klofanda, Hazel L.....	Eau Claire	Eau Claire
Kloety, Irene	Milwaukee	Milwaukee
Koehler, Elizabeth A.....	North Milwaukee	Milwaukee
Koehne, Irma A.....	Oakwood	Milwaukee
Krueger, Hilda E.....	Watertown	Jefferson
Lambeck, Marguerite H.....	Beaver Dam.....	Dodge
La Prairie, Daisy M.....	Milwaukee	Milwaukee
La Rue, Isabel G.....	Reedsurg	Sauk
Larson, Ella A.....	Green Bay	Brown
Leipsig, John J.....	Chilton	Calumet
Lewandowski, Leona Z.....	Watertown	Jefferson

NAME.	CITY.	COUNTY.
Loughlin, Marie H.....	Milwaukee	Milwaukee
Ley, Henrietta M.....	De Pere	Brown
Ley, Margaret M.....	De Pere	Brown
Linke, Mildred.....	Hillsboro	Vernon
Loos, Ruth P.....	Lowell	Dodge
Luessow, Emma E.....	Milwaukee	Milwaukee
Lund, Johanna K.....	Wausau	Marathon
Luxford, Margaret M.....	Manistee, Michigan	
Lyman, Emily S.....	Kenosha	Kenosha
Lynch, Ada E.....	Milwaukee	Milwaukee
Maas, Frank A.....	New London	Outagamie
Mackenzie, Beatrix O.....	Milwaukee	Milwaukee
Macomber, Rachel B.....	New Lisbon	Juneau
Malaney, Florence E.....	Milwaukee	Milwaukee
Marks, Marie	Milwaukee	Milwaukee
Martin, Mary	Milwaukee	Milwaukee
Maxon, Josephine	West Bend	Washington
May, Margaret A.....	Tomahawk	Lincoln
McCabe, Katharyne	Milwaukee	Milwaukee
McCoy, Jeanette C.....	Lancaster	Grant
McDonald, Belle	Eau Claire	Eau Claire
McLean, Myrtle M.....	Milwaukee	Milwaukee
McManus, Phoebe S.....	Janesville	Rock
Meehan, Gertrude M.....	Milwaukee	Milwaukee
Meyer, Clara M.....	Florence	Florence
Millard, Evangeline G.....	Milwaukee	Milwaukee
Miller, Lillian L.....	Milwaukee	Milwaukee
Miller, Omar P.....	Manitowoc	Manitowoc
Mogenson, Helen O.....	Racine	Racine
Molloy, Mary R.....	Milwaukee	Milwaukee
Moody, Helen D.....	Milwaukee	Milwaukee
Morkin, Besse L.....	Mikana	Barron
Morrison, Jessie	Sparta	Monroe
Moser, Lillian E.....	Milwaukee	Milwaukee
Mueller, Erna H.....	Milwaukee	Milwaukee
Murphy, Myrtle	Chetek	Barron
Nadeau, Ernestine C.....	Marinette	Marinette
Nash, Josie	Milwaukee	Milwaukee
Nedry, Clive J.....	Fulton, Kansas	
Naish, Alice E.....	Milwaukee	Milwaukee
Neis, Margaret	Mt. Calvary	Fond du Lac
Nelson, Agnes M.....	Pewaukee	Waukesha

NAME.	CITY.	COUNTY.
Nelson, Lena	Kenosha	Kenosha
O'Brien, Agnes	Milwaukee	Milwaukee
Ostrander, Ralph L.	Erhard, Minnesota	
Otter, Ethel G.	Milwaukee	Milwaukee
Oswald, Paula	Milwaukee	Milwaukee
Owen, Gertrude	Prentice	Price
Owen, Rhoda E.	Milwaukee	Milwaukee
Paine, Florence F.	Long Prairie, Minnesota	
Parker, Gertrude E.	Black Earth	Dane
Parsons, Helen I.	Milwaukee	Milwaukee
Petran, Vera C.	Milwaukee	Milwaukee
Podlasky, Edith	Milwaukee	Milwaukee
Posson, Nola F.	Milwaukee	Milwaukee
Princeton, George A.	Fond du Lac	Fond du Lac
Prinz, Norma	Milwaukee	Milwaukee
Purves, Emma E.	Wyocena	Columbia
Rankin, Ruth M.	Milwaukee	Milwaukee
Rector, Myrtle E.	Fennimore	Grant
Regan, Anna F.	Milwaukee	Milwaukee
Riedl, Isabel K.	Milwaukee	Milwaukee
Rolph, Ina E.	Milwaukee	Milwaukee
Romden, Victor J.	Algoma	Kewaunee
Ronge, Olive M.	Milwaukee	Milwaukee
Rose, Elsa W.	Watertown	Jefferson
Rynder, Ethel	Florence	Florence
Sanger, Lillian M.	Milwaukee	Milwaukee
Schiffer, Evelyn G.	Milwaukee	Milwaukee
Schmitz, Nora H.	Manitowoc	Manitowoc
Schneider, Frieda V.	Milwaukee	Milwaukee
Schroeder, Martha L.	Green Bay	Brown
Schuppert, Florence C.	Milwaukee	Milwaukee
Segall, Rose J.	Milwaukee	Milwaukee
Sieker, Ruth	Milwaukee	Milwaukee
Sims, Irma L.	Brondon	Fond du Lac
Shadall, Clara E.	Milwaukee	Milwaukee
Sherman, Rhoda M.	Janesville	Rock
Skewes, James H.	Racine	Racine
Slaney, Bernadette E.	Milwaukee	Milwaukee
Smith, Lulu B.	Milwaukee	Milwaukee
Snyder, Louise	Milwaukee	Milwaukee
Soquet, Rose H.	Green Bay	Brown
Starr, Marion B.	Whitewater	Walworth

NAME.	CITY.	COUNTY.
Steinhagen, Mary C.....	Milwaukee	Milwaukee
Stelloh, Edna M.....	West Allis	Milwaukee
Straw, Emeline L.....	West Allis	Milwaukee
Sullivan, Arabel L.....	Milwaukee	Milwaukee
Syverson, Vella P.....	Westby	Vernon
Taberner, Hazel M.....	Ashland	Ashland
Tarbox, Lois N.....	Ashland	Ashland
Taylor, Carolyn M.....	Portage	Columbia
Tonn, Erna P.....	New London	Waupaca
Trottman, Nelson S.....	Milwaukee	Milwaukee
Vater, Margaret	Delavan	Walworth
Van Ryn, Henrietta A.....	Milwaukee	Milwaukee
Vaughan, Sadie L.....	Wauzeka	Crawford
Vogler, Mary W.....	Sturgeon Bay	Door
Wachholz, Margaret A.....	Milwaukee	Milwaukee
Walker, Mabel	Racine	Racine
Warnes, Eunice M.....	Milwaukee	Milwaukee
Waterman, Buel A.....	Elroy	Juneau
Weimar, Mary B.....	Milwaukee	Milwaukee
Weissbach, Gertrude A.....	Milwaukee	Milwaukee
Wendtland, Frieda M.....	Watertown	Jefferson
Wenninger, Lulu I.....	Milwaukee	Milwaukee
Wernecke, Bertha C.....	Manitowoc	Manitowoc
West, Annette G.....	Milwaukee	Milwaukee
Williams, Beryl	Waukesha	Waukesha
Winchester, Madge	Lincoln, Nebraska	
Windfelder, Lauretta	Milwaukee	Milwaukee
Winkler, Florence E.....	Florence	Florence
Wilson, Mary A.....	Milwaukee	Milwaukee
Wittke, Alma M.....	Mayville	Dodge
Wood, Violet B.....	Milwaukee	Milwaukee
Worden, Margaret M.....	Oxford	Marquette
Wyman, Mabel A.....	Kenosha	Kenosha
Zentner, Irene L.....	Milwaukee	Milwaukee

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NAME.	CITY.	COUNTY.
Achtenhagen, Sylvia	Milwaukee	Milwaukee
Adlam, Louise C.....	Milwaukee	Milwaukee
Allaby, Nora	Mauston	Juneau
Anderson, Martha M.....	Racine	Racine
Anderson, Gerhard A.....	McFarland	Dane
Aubery, Marion E.....	West Allis	Milwaukee
Baas, Eunice C.....	Milwaukee	Milwaukee
Baer, Hilda	Milwaukee	Milwaukee
Bailey, Doris E.....	Kenosha	Kenosha
Bailey, Barbara J.....	Rib Lake	Taylor
Bailey, Gennette	Milwaukee	Milwaukee
Barnes, Beatrice M.....	Milwaukee	Milwaukee
Barr, Ethel R.....	Milwaukee	Milwaukee
Bartlett, Lucile A.....	Milwaukee	Milwaukee
Barte, Eleanore A.....	Milwaukee	Milwaukee
Bates, Marie M.....	Cashton	Monroe
Bauch, Norma	Milwaukee	Milwaukee
Baughman, Flavia O.....	Milwaukee	Milwaukee
Bauer, Norma A.....	Cleveland	Manitowoc
Baum, Eva R.....	Escanaba, Michigan	
Beers, Stanley E.....	Sun Prairie	Dane
Beebe, Ruth G.....	Milwaukee	Milwaukee
Beckwith, Hazel M.....	Milwaukee	Milwaukee
Belscamper, Nelle A.....	Lancaster	Grant
Bemmann, Claudine	Columbus	Columbia
Berkey, Carol B.....	Monroe	Green
Bierman, Mayme K.....	Manitowoc	Manitowoc
Biersach, Gertrude R.....	Milwaukee	Milwaukee
Bode, Herma K.....	Milwaukee	Milwaukee
Bohan, Rose D.....	Milwaukee	Milwaukee
Boldt, Rudolph	Calhoun	Waukesha
Bonney, Elizabeth	Oconomowoc	Waukesha
Boutelle, Chellis D.....	Edgerton	Rock
Brandt, Anna M.....	Pewaukee	Waukesha
Brickbauer, Lydia	Elkhardt Lake.....	Sheboygan
Brooke, Lelah	Ringham	Sheboygan
Brown, Mathilda R.....	North Milwaukee.....	Milwaukee
Bryhan, Hazel E.....	Lancaster	Grant
Buckingham, Grace C.....	Milwaukee	Milwaukee
Buckland, Marion	Milwaukee	Milwaukee
Burt, Florence W.....	Wausau	Marathon

NAME.	CITY.	COUNTY.
Burhop, Elcanore C.....	Sheboygan	Sheboygan
Butters, Alda M.....	Waldo	Sheboygan
Cain, Mary E.....	Elkhorn	Walworth
Callen, Bessie A.....	Milwaukee	Milwaukee
Casper, Marie C.....	Milwaukee	Milwaukee
Casterton, Ruth F.....	Kenosha	Kenosha
Chamberlin, Helen G.....	Milwaukee	Milwaukee
Cheney, Harriet B.....	West Allis.....	Milwaukee
Christensen, Thyra A.....	Racine	Racine
Church, Cecile H.....	Menomonee Falls.....	Waukesha
Clark, Edith B.....	Sparta	Monroe
Clark, May V.....	Milwaukee	Milwaukee
Connell, Genevieve E.....	Milwaukee	Milwaukee
Corbett, Joseph W.....	Campbellsport	Fond du Lac
Cotten, Freda	Eau Claire.....	Eau Claire
Crotty, Irma V.....	Milwaukee	Milwaukee
Cullen, Lenore K.....	Milwaukee	Milwaukee
Cullen, Violet B.....	Milwaukee	Milwaukee
Dahlke, Anna M.....	Milwaukee	Milwaukee
Daly, Mae L.....	Milwaukee	Milwaukee
Davis, Nellie	Dodgeville	Iowa
Desing, Gertrude	Elkhorn	Walworth
Dickerhoff, Elsie	Milwaukee	Milwaukee
Dittmar, Edna I.....	Wauwatosa	Milwaukee
Dockery, Martha	Whitewater	Walworth
Donohue, Rosana	Milwaukee	Milwaukee
Douglass, Olive F.....	Waukesha	Waukesha
Doyle, Agnes L.....	Darlington	LaFayette
Doyle, Alice E.....	Milwaukee	Milwaukee
Doyle, Elizabeth M.....	Milwaukee	Milwaukee
Dresser, Nellie	Phlox	Langlade
Du Bois, Margaret	Green Bay.....	Brown
Duff, Agnes E.....	Wauwatosa	Milwaukee
Durbin, Dorothy	Wauwatosa	Milwaukee
Dykesten, Emma A.....	Madison	Dane
Emmerling, Hedwig D.....	Milwaukee	Milwaukee
Engelhart, Margaret R.....	Watertown	Jefferson
Erikson, Tilla A.....	Stoughton	Dane
Ernst, Frances C.....	Milwaukee	Milwaukee
Farley, Margaret F.....	Kenosha	Kenosha
Ferber, Frieda E.....	Prairie du Sac.....	Sauk
Finnegan, Bellina A.....	Milwaukee	Milwaukee

NAME.	CITY.	COUNTY.
Firebaugh, Hazel	Cuba City	Grant
Fitzgerald, Katherine.....	Oconto Falls.....	Oconto
Flanagan, Pearl H.....	Racine	Racine
Flesar, Genevieve A.....	Milwaukee	Milwaukee
Forrestal, Cecelia A.....	Milwaukee	Milwaukee
Foster, M. Agnes.....	Milwaukee	Milwaukee
Foster, Jean A.....	Fairchild	Eau Claire
Frazier, Anita W.....	Manitowoc	Manitowoc
Frey, Grace A.....	Milwaukee	Milwaukee
Fuhry, Irma	Milwaukee	Milwaukee
Galogan, Hazel M.....	Menomonee Falls.....	Waukesha
Garvey, Hazel A.....	Milwaukee	Milwaukee
Gebhard, Cornelia M.....	West Allis.....	Milwaukee
Gelman, Moses	Sheboygan	Sheboygan
Gilbert, Mary E.....	Wauwatosa	Milwaukee
Gilbert, Rachel M.....	Wauwatosa	Milwaukee
Gilbertsen, Beatrice M.....	Milwaukee	Milwaukee
Glesner, Margaret K.....	Two Rivers.....	Manitowoc
Gnadt, Ella L.....	Milwaukee	Milwaukee
Goble, Lela A.....	Lancaster	Grant
Goldberg, Stella	Bloomington	Grant
Goldstein, Marian	Milwaukee	Milwaukee
Gray, Edith E.....	Milwaukee	Milwaukee
Grey, Irene M.....	S. Kaukauna.....	Outagamie
Graebner, Adele S.....	Milwaukee	Milwaukee
Greve, Norma		
Grote, Meta L	S. Milwaukee.....	Milwaukee
Groskopf, Lulu F.....	Milwaukee	Milwaukee
Grossman, Ida M.....	Milwaukee	Milwaukee
Haley, Hazel I.....	Ashland	Ashland
Handlen, Marie C.....	Green Bay.....	Brown
Hansen, Linda H.....	Milwaukee	Milwaukee
Hanske, Thekla C.....	Kiel	Manitowoc
Harmon, Amanda	Plymouth	Sheboygan
Harper, Jane D.....	Escanaba, Michigan	
Harrington, Fay B.....	Milwaukee	Milwaukee
Hasley, Birdie L.....	Milwaukee	Milwaukee
Hay, Otilie C.....	Milwaukee	Milwaukee
Hayden, Julia F.....	Milwaukee	Milwaukee
Hegge, Martha M.....	Stoughton	Dane
Hemenway, Homer S.....	Carter	Forest
Henninger, Lucile	Milwaukee	Milwaukee

NAME.	CITY.	COUNTY.
Henry, Lillian V.....	Wonevot	Juneau
Helz, Roberta	Milwaukee	Milwaukee
Herman, Estella	West Bend	Washington
Heyer, Arabella	Milwaukee	Milwaukee
Hickey, Edna D.....	Milwaukee	Milwaukee
Hintze, Helen	Stoughton	Dane
Hocking, Willa B.....	Waupaca	Waupaca
Hoffman, Gretchen C.....	Milwaukee	Milwaukee
Hogan, Marie G.....	Milwaukee	Milwaukee
Hooker, Alice G.....	Milwaukee	Milwaukee
Hopkinson, Gertrude H.....	Milwaukee	Milwaukee
Horwitz, Isador S.....	Milwaukee	Milwaukee
Hubbard, Cornelia	West Allis	Milwaukee
Huber, Kathryn E.....	West Bend	Washington
Jaegers, Sara E.....	Escanaba, Michigan	
Jacobs, Earle I.....	Sawyer	Door
Jocelyn, Bernice C.....	Milwaukee	Milwaukee
Johnson, Ethel V.....	Waukesha	Waukesha
Johnson, Florence M.....	Manitowoc	Manitowoc
Johnson, Josephine K.....	Milwaukee	Milwaukee
Jordan, Gladys A.....	Lancaster	Grant
Jupp, Annie L.....	Milwaukee	Milwaukee
Kalfahs, Agatha M.....	Milwaukee	Milwaukee
Kalouner, Annie B.....	Antigo	Langlade
Kalher, Minnie A.....	Hillsboro	Vernon
Karr, Katherine H.....	West Allis	Milwaukee
Karsten, Isabel F.....	Kewaunee	Kewaunee
Kaskia, Theadora L.....	Peshtigo	Marinette
Kasten, Gertrude O.....	Milwaukee	Milwaukee
Kaufman, Edith R.....	Milwaukee	Milwaukee
Kayser, Florence J.....	Milwaukee	Milwaukee
Keefe, Jeanette M.....	Racine	Racine
Kellner, Dovie	Milwaukee	Milwaukee
Kelly, Florence C.....	Milwaukee	Milwaukee
Keogh, Lilian C.....	Sturgeon Bay	Door
Kinney, Kate J.....	Colorado Springs, Colorado	
Kipp, Mary E.....	Milwaukee	Milwaukee
Knickerbocker, Harriet M.....	Elroy	Juneau
Knox, Ellen C.....	Milwaukee	Milwaukee
Koeppel, Charlotte E.....	Milwaukee	Milwaukee
Kreunen, Jennie	Oostburg	Sheboygan
Krueger, Elsie E.....	Watertown	Jefferson

NAME.	CITY.	COUNTY.
Kroeger, Laura E.....	Milwaukee	Milwaukee
Krohn, Lillian L.....	Marinette	Marinette
Kuehl, Edwin A.....	Campbellsport	Fond du Lac
Kuhlig, Julia A.....	Milwaukee	Milwaukee
Kurz, Charlotte L.....	Milwaukee	Milwaukee
La Budde, Frank.....	Plymouth	Sheboygan
Langland, Edith M.....	Milwaukee	Milwaukee
Laws, Jessie S.....	South Milwaukee	Milwaukee
Lee, Mabel	West Allis.....	Milwaukee
Lewis, Nina J.....	Milwaukee	Milwaukee
Liginger, Alice B.....	Milwaukee	Milwaukee
Lehrkind, Gertrude	Milwaukee	Milwaukee
Lemberg, Elsa A.....	Richland Center.....	Richland
Lemmenes, Jeanette	Milwaukee	Milwaukee
Levy, Fannie	Milwaukee	Milwaukee
Lewins, Blanche B.....	Antigo	Langlade
Little, Theresa M.....	Peshtigo	Marinette
Loos, Elsie E.....	Milwaukee	Milwaukee
Luetscher, Elsie L.....	Mandovi	Buffalo
Luke, Hazel	Waukesha	Waukesha
Lynch, Gladys D.....	Milwaukee	Milwaukee
Lynch, Mabel	Milwaukee	Milwaukee
Maas, Gertrude H.....	Milwaukee	Milwaukee
Maas, Martha B.....	Watertown	Jefferson
Maguire, Mary J.....	Milwaukee	Milwaukee
Martin, Carrie M.....	Oconomowoc	Waukesha
Martin, Mabel D.....	Darlington	LaFayette
Matthews, Maude E.....	Waukesha	Waukesha
Meyer, Magdalen	Green Bay	Brown
McAllister, Genevieve R.....	Milwaukee	Milwaukee
McCoy, Margherita S.....	Lancaster	Grant
McCrary, Josephine M.....	Milwaukee	Milwaukee
McGinnis, Ellen N.....	Milwaukee	Milwaukee
McKillop, Letitia	Milwaukee	Milwaukee
McLaughlin, Bessie M.....	Waldo	Sheboygan
MacRobert, Olive M.....	Milwaukee	Milwaukee
McQuillan, Annie	Merrill	Lincoln
Meigs, Jeanette M.....	West Allis	Milwaukee
Meredith, Blanche E.....	Milwaukee	Milwaukee
Meyer, Rose T.....	Milwaukee	Milwaukee
Miles, Helen K.....	Milwaukee	Milwaukee
Miller, Herbert K.....	Milwaukee	Milwaukee

NAME.	CITY.	COUNTY.
Miller, Mabel E.....	Westfield	Marquette
Miller, Ophilia	Cudahy	Milwaukee
Mogenson, Deborah M.....	Racine	Racine
Mosher, Henry	Milwaukee	Milwaukee
Mullen, Mary C.....	Watertown	Jefferson
Muldowney, Nora	Milwaukee	Milwaukee
Naidl, George M.....	Whitelaw	Manitowoc
Niederman, Harriet M.....	Milwaukee	Milwaukee
Nelson, Caroline	Lime Ridge	Sauk
Nelson, Edith W.....	Tomahawk	Lincoln
Nerad, Julia M.....	Racine	Racine
Neumann, Elsie A.....	Kiel	Manitowoc
Newman, Mildred	Milwaukee	Milwaukee
Newman, Hannah	Milwaukee	Milwaukee
Norlander, Ella V.....	Kenosha	Kenosha
Nichols, Alice T.....	Milwaukee	Milwaukee
Nichols, Ruth M.....	Green Bay	Brown
Olsen, Marguerite R.....	East Milwaukee	Milwaukee
Opgenorth, Olive C.....	Kewaskum	Washington
O'Brien, Julia.....	Delavan	Walworth
O'Connell, Mary M.....	Tomahawk	Lincoln
O'Reilly, Josephine C.....	Milwaukee	Milwaukee
Pardee, Emily	Eagle	Waukesha
Paulson, Mary	Great Falls, Montana.....	
Pecheur, Ruth E.....	Milwaukee	Milwaukee
Peck, Alice M.....	Waldo	Sheboygan
Peck, Edna M.....	Milwaukee	Milwaukee
Perlman, Leah L.....	Waupaca	Waupaca
Petty, Florence F.....	Lancaster	Grant
Philip, Edna M.....	West Allis	Milwaukee
Phillips, Minnie M.....	Menomonee Falls	Waukesha
Platz, Ella V.....	Racine	Racine
Prahl, Adelaide L.....	Milwaukee	Milwaukee
Price, Frances M.....	Bristol	Kenosha
Pringle, Mary E.....	Columbus	Columbia
Poppe, Ella T.....	Milwaukee	Milwaukee
Porter, Daisy S.....	Cambridge	Dane
Pulling, Dorothy W.....	Marshfield	Wood
Quackenbush, Eula A.....	Milwaukee	Milwaukee
Quinn, Margaret M.....	Milwaukee	Milwaukee
Rack, Emma	Milwaukee	Milwaukee
Radley, Corda A.....	Waupaca	Waupaca

NAME.	CITY.	COUNTY.
Raeder, Melvin L.....	Cedarburg	Ozaukee
Reese, Esther W.....	Milwaukee	Milwaukee
Reichel, Inez W.....	Grand Rapids	Wood
Reis, Etta M.....	Random Lake	Sheboygan
Robinson, Emily E.....	Kenosha	Kenosha
Robinson, Helene M.....	Milwaukee	Milwaukee
Roegge, Pauline H.....	Milwaukee	Milwaukee
Rollis, Barbara	Stoughton	Dane
Rosenstock, Florence H.....	E. Milwaukee	Milwaukee
Rounseville, Ruth C.....	So. Kaukauna	Outagamie
Rush, Mabel	Merrill	Lincoln
Rygh, Bessie H.....	Milwaukee	Milwaukee
Rynder, Clara	Florence	Florence
Sanderson, Pearl	Milwaukee	Milwaukee
Savage, Edna M.....	Milwaukee	Milwaukee
Schatz, Helen A.....	Watertown	Jefferson
Schnell, Dorothy V.....	Milwaukee	Milwaukee
Schneider, Hazel A.....	Milwaukee	Milwaukee
Schoshusen, John H. E.....	Montello	Marquette
Schraut, Irma S.....	Sheboygan	Sheboygan
Schroeder, Delma M.....	Middleton	Dane
Schuler, Charlotte E.....	Monroe	Green
Schultz, George H.....	Milwaukee	Milwaukee
Schueler, Edna K.....	New Holstein	Calumet
Schumacher, Eugenia M.....	Lake Geneva	Walworth
Seeger, Rose H.....	Manitowoc	Manitowoc
Seibel, Kathryn M.....	Rhineland	Oneida
Seymer, Carrie N.....	Milwaukee	Milwaukee
Shadall, Elsa H.....	Milwaukee	Milwaukee
Shannon, Aloysius D.....	Oconomowoc	Waukesha
Shinners, Lucy	Milwaukee	Milwaukee
Simonson, Cora E.....	Milwaukee	Milwaukee
Smalley, Letitia	Muscoda	Grant
Smith, Agnes M.....	Janesville	Rock
Smith, Bertelle W.....	Milwaukee	Milwaukee
Smith, Marie	Janesville	Rock
Solway, Florence F.....	Menominee, Michigan	
Sprague, Hazel M.....	Milwaukee	Milwaukee
Sprague, Ethel M.....	Milwaukee	Milwaukee
Spiering, Elenore L.....	Mayville	Dodge
Stelloh, Irene A.....	West Allis	Milwaukee
Stearns, Eva G.....	Racine	Racine
Stewart, Dorothy M.....	Hartland	Waukesha

NAME.	CITY.	COUNTY.
Stewart, Jean B.....	Milwaukee	Milwaukee
Stowasser, Frances M.....	Necedah	Juneau
Swan, Evelyn	Mukwonago	Waukesha
Swetting, Ruth	Berlin	Green Lake
Sylvester, Annie B.....	Wauwatosa	Milwaukee
Tellefson, Genevieve A.....	Rockdale	Dane
Timlin, Mabel F.....	Port Edwards	Wood
Tiernan, Grace E.....	Milwaukee	Milwaukee
Thiel, John A.....	Chilton	Calumet
Thiel, Olga B.....	Schlesingerville	Washington
Thomas, Anna B.....	Eagle	Waukesha
Tobin, Joula L.....	Calumet, Michigan	
Tribe, Ruth M.....	Milwaukee	Milwaukee
Ulrich, Louis E.....	Milwaukee	Milwaukee
Utley, Alda E.....	Wakefield, Michigan	
Uthus, Sarah C.....	Milwaukee	Milwaukee
Van den Huevel, Pauline.....	Milwaukee	Milwaukee
Van de Kamp, Willa.....	Milwaukee	Milwaukee
Van de Vrede, Edna.....	Sheboygan	Sheboygan
Violet, March E.....	Milwaukee	Milwaukee
Voge, Florence G.....	Union Grove	Racine
Waite, Elmer C.....	Rochester	Racine
Walker, Mary M.....	South Milwaukee	Milwaukee
Walter, Catherine E.....	Lannon	Waukesha
Warburton, Evelyn A.....	Milwaukee	Milwaukee
Waring, Winifred A.....	Florence	Florence
Weissleder, Alma A.....	Milwaukee	Milwaukee
Welch, Nellie	Waukesha	Waukesha
Wendt, Emma P.....	Milwaukee	Milwaukee
Westenberger, Jacob P.....	Chilton	Calumet
Whitney, Beryl	Milwaukee	Milwaukee
Wilkowski, Della E.....	Milwaukee	Milwaukee
Whitton, Bessie	Milwaukee	Milwaukee
Wilson, Mary L.....	Milwaukee	Milwaukee
Wilson, Margaret W.....	Weyauwega	Waupaca
Willerton, Ruth E.....	Kenosha	Kenosha
Willson, Esther	Waupaca	Waupaca
Williams, Katherine	Milwaukee	Milwaukee
Williams, Ellen J.....	Milwaukee	Milwaukee
Wistrand, Gladys M.....	Menominee, Michigan	
Whelan, Genevieve M.....	Chippewa Falls	Chippewa
Zazszenhausen, Clara	Colby	Marathon
Zimmerman, Norma	Wauwatosa	Milwaukee
Zimmerman, Sophia	Milwaukee	Milwaukee
Zippel, Myrtle	Oconto	Oconto
Zolinsky, Etta	Milwaukee	Milwaukee

SUMMARY OF ENROLLMENT FOR THE YEAR

NORMAL DEPARTMENT

Senior Year	240	
Junior Year	341	
		581

TRAINING SCHOOL

Kindergarten.....	75	
First and Second Grades.....	72	
Third and Fourth Grades.....	58	
Fifth and Sixth Grades.....	75	
Seventh and Eighth Grades.....	77	
		357
Total in all departments.....	938	

SUMMARY BY COUNTIES

Ashland	7	Marathon	3
Barron	2	Marquette	4
Brown	9	Oconto	2
Buffalo		Menominee	2
Calumet	6	Oneida	2
Columbia	5	Outagamie	5
Chippewa	1	Price	2
Crawford	1	Pierce	1
Dane	12	Racine	24
Dodge	6	Richland	1
Door	5	Rock	5
Eau Claire	4	Sauk	6
Fond du Lac.....	5	Sheboygan	17
Florence	6	Taylor	1
Forest	1	Vernon	3
Grant	12	Waukesha	21
Green	2	Walworth	9
Green Lake	1	Washington	6
Iowa	1	Waupaca	7
Jefferson	9	Wood	3
Juneau	6		
Kenosha	10	OTHER STATES	
Kewaunee	3	Colorado	1
LaFayette	2	Iowa	1
Langlade	3	Kansas	1
Lincoln	7	Michigan	9
Manitowoc	16	Minnesota	2
Milwaukee	287	Montana	1
Monroe	4	Nebraska	2
Marinette	6		581

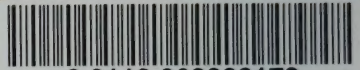
ATTENDANCE

The attendance of the school since its organization is shown by the following table:

	Senior.	Junior.	Total.	Training School.	Grand Total.
1885-86	15	31	46	112	158
1886-87	17	30	47	144	191
1887-88	25	28	53	162	215
1888-89	28	41	69	176	245
1889-90	27	46	73	117	190
1890-91	28	56	84	99	183
1891-92	34	56	90	136	226
1892-93	45	77	122	137	259
1893-94	69	94	163	146	309
1894-95	84	118	202	163	365
1895-96	94	173	267	218	485
1896-97	137	223	360	228	588
1897-98 Graduate Students, 5...	187	202	394	236	630
1898-99 Graduate Students, 3...	141	141	335	254	589
1899-00 Graduate Students, 2...	195	195	326	232	558
1900-01	176	216	392	244	636
1901-02 Graduate Students, 1...	213	234	448	240	688
1902-03 Graduate Students, 1...	206	199	406	233	639
1903-04	227	195	422	242	664
1904-05 Graduate Students, 2...	207	197	406	219	625
1905-06 Graduate Students, 1...	178	229	408	241	647
1906-07 Graduate Students, 1...	216	234	451	252	703
1907-08	254	231	485	224	709
1908-09	206	297	503	152	655
1909-10	242	268	510	324	834
1910-11	239	342	581	357	932

1911													
JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	..	..	..	..	..	..	1
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30	31	..	..	..	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	30	31	..	..	..	..	..
FEBRUARY							AUGUST						
..	..	..	1	2	3	4	..	..	1	2	3	4	5
5	6	7	8	9	10	11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	13	14	15	16	17	18	19
19	20	21	22	23	24	25	20	21	22	23	24	25	26
26	27	28	..	..	..	..	27	28	29	30	31	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..
MARCH							SEPTEMBER						
..	..	..	1	2	3	4	..	..	..	..	..	1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..
APRIL							OCTOBER						
..	..	..	..	..	1	..	1	2	3	4	5	6	7
2	3	4	5	6	7	8	8	9	10	11	12	13	14
9	10	11	12	13	14	15	15	16	17	18	19	20	21
16	17	18	19	20	21	22	22	23	24	25	26	27	28
23	24	25	26	27	28	29	29	30	31	..	..	..	..
30	..	..	..	..	..	..	..	..	..	..	..	..	..
MAY							NOVEMBER						
..	1	2	3	4	5	6	..	..	1	2	3	4	..
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31	..	..	..	26	27	28	29	30	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..
JUNE							DECEMBER						
..	..	..	1	2	3	..	..	..	..	..	1	2	..
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	31	..	..	..	..	..	..

1912													
JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31	..	..	..	28	29	30	31	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..
FEBRUARY							AUGUST						
..	..	..	1	2	3	4	..	..	..	1	2	3	..
5	6	7	8	9	10	11	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	..	..	25	26	27	28	29	30	31
..	..	..	..	..	..	..	..	..	..	..	..	..	..
MARCH							SEPTEMBER						
..	..	..	..	1	2	..	..	..	..	1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	..	..	..	..	..
31	..	..	..	..	..	..	..	..	..	..	..	..	..
APRIL							OCTOBER						
..	1	2	3	4	5	6	..	1	2	3	4	5	6
7	8	9	10	11	12	13	6	7	8	9	10	11	12
14	15	16	17	18	19	20	13	14	15	16	17	18	19
21	22	23	24	25	26	27	20	21	22	23	24	25	26
28	29	30	..	..	..	..	27	28	29	30	31	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..
MAY							NOVEMBER						
..	..	1	2	3	4	..	..	..	..	1	2	..	..
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31	..	26	27	28	29	30	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..
JUNE							DECEMBER						
..	..	..	..	..	1	..	..	..	1	2	3	4	5
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28	29	30
30	..	..	..	..	..	..	31	..	..	..	..	..	..



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SCHOOL CALENDAR

1911 - 1912

Enrollment, Monday and Tuesday	September 4 and 5
Classes Meet, Wednesday	September 6
First Quarter Ends, Friday	November 10
Second Quarter Begins, Monday	November 13
Holiday Vacation Begins, Thursday Eve.	December 21

1912

Classes Resume, Tuesday.	January 2
First Semester Ends, Friday	January 26
Second Semester Begins, Monday	January 29
Spring Vacation Begins, Wednesday Eve.	April 3
Work Resumes, Tuesday	April 9
Third Quarter Ends, Wednesday	April 3
Fourth Quarter Begins, Tuesday	April 9
Graduating Exercises, Thursday	June 20